

THE **DEAF**
AMERICAN

The National Magazine for all the Deaf

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Kentucky School Dedicates New Dormitory in Honor of Daniel and Mildred Middleton



Charles A. Thomas, Sr.

Kentucky Governor Julian Carroll poses with Daniel and Mildred Middleton while in Danville for the dedication of Kerr and Middleton Buildings on November 9, 1979.

The Editor's Page

Kentucky Honors the Middletons

This month's cover story is a tribute to two outstanding houseparents in a state residential school—Daniel and Mildred Middleton of the Kentucky School for the Deaf. It has been the Editor's pleasure to have known the Middletons for around 35 years. He agrees their honor was most fitting.

The Kentucky School, rich in tradition, has been fortunate to have had outstanding superintendents and editors of its publication, *The Kentucky Standard*. School history and lore has been preserved and researched beyond parallel. Middleton Hall will remind generations to come of two outstanding deaf staff members.

Closed Captioning Developments

Wire stories have listed some of the latest developments in closed captioning—initial programs in March—as follows:

The National Captioning Institute, established last March by the Department of Health, Education and Welfare to create the subtitles for TV programming, says PBS will be offering six hours a week of captioned shows and ABC and NBC five hours a week each when the new system begins.

The programs chosen by PBS are "Nova," "Once Upon a Classic," "Masterpiece Theater," "3-2-1 Contact" and "Mystery," a new dramatic series that debuts on February 5.

ABC said it will offer "Barney Miller," "Eight Is Enough," "Vegas," "The ABC Sunday Night Movie" and one other program still to be selected.

NBC's closed-captioned programs will be "Disney's Wonderful World," "NBC Monday Night at the Movies" and "NBC Friday Night at the Movies."

Later this spring PBS will add "Over Easy" and a new series about anthropology and archeology called "Odyssey" to its

list, for an additional three-and-a-half hours of captioned programming a week.

As this is being typed (February 2), we have not yet received our Spring 1980 Sears, Roebuck & Co. general catalog. Perhaps it is on its way. Could be that the captioned programs will be available long before we and others can get our decoders, but the showings we miss will more than likely be available in the summer repeats.

Rumblings in California

Rumblings out California way are not only from the minor earthquakes since the first of the year. The controversy regarding the relocation of the California School for the Deaf from Berkeley has flared anew.

Several years ago engineering studies reported that the school was built atop a major earthquake fault. Some of the buildings were subsequently vacated, if our memory serves us correctly.

A movement began shortly thereafter to move the campus to Fremont. Construction has been going on for some time and has been affected (as has everything else) by soaring costs.

Reassessment of the engineering study led to the conclusion that the degree or potential threat of the earthquake fault had been exaggerated. The question then arose as to the wisdom of moving the school at all. Both the school for the deaf and the school for the blind were to move to Fremont, and the turnaround involves the possibility of leaving one school in Berkeley and having the Fremont campus serve the other.

(The above commentary is gleaned from reading material coming our way and is not necessarily up-to-date.)

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Editor: JESS M. SMITH
Publisher: Edward C. Carney
Associate Editor: Eugene W. Petersen
Editorial Executives: Albert T. Pimentel and Ralph W. White

News Editor:
Associate Feature Editor: Robert L. Swain, Jr.
Assistant Feature Editors: Fred R. Murphy, Robert L. Pagel
Sports Editor: Art Kruger
Hotline Sports: Charley Whisman
Humor Editor: Toivo Lindholm
Foreign Editor: Yerker Andersson
Advisory Editors: Dr. Byron B. Burnes, Dr. Mervin D. Garretson, Dr. W. T. Griffing, Robert O. Lankenau, Don G. Pettingill, Dr. Robert G. Sanderson.

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Editor's note: Since the American School for the Deaf opened in 1817, deaf houseparents have been the backbone of the homecare, or dormitory staff of practically every residential school. Several schools have seen fit to name new buildings in honor of those dedicated persons. Most recent is the Kentucky School for the Deaf, Danville, which named its new upper school dormitory Middleton Hall in honor of Mr. and Mrs. Daniel Middleton. Our cover picture and other material in this issue first appeared in the October and December 1979 issues of THE KENTUCKY STANDARD. We are indebted to Superintendent Winfield McChord, Jr., and Martha H. McConnel, Public Relations Director, for permission to reprint.

New Dorm: Middleton Hall

The Advisory Board of the Kentucky School for the Deaf has officially named the new Upper Dormitory in honor of Mr. and Mrs. Daniel Middleton. The dormitory was completed in the summer of 1979 and occupied this fall for the first time by KSD upper school students.

Superintendent Winfield McChord, Jr. announced that the Board had unanimously approved the naming of the building for Daniel and Mildred Middleton, who have an accumulative total of 85 years of service to the Kentucky School for the Deaf. Mr. Middleton, a KSD graduate in the class of 1939, served at the Kentucky School for the Deaf as a houseparent until his retirement on June 30, 1979. Mrs. Middleton, a graduate of the KSD class of 1935, has served as houseparent and presently Assistant Dean since her graduation. On June 1, 1980, Mrs. Middleton will retire from her responsibilities for supervising houseparents and coordinating the activities of dormitory teachers, as an assistant to the Dean of Students of the school. Subsequent to her retirement, the Middletons will maintain a residence in Danville.

The new Upper School Dormitory is unique in deaf education. In an apartment format, four students share an apartment consisting of two bedrooms, a bath, a living room/breakfast nook, and kitchen. In keeping with the philosophy

of the school for preparing children for life after graduation and for competing in the hearing world of work, the students are introduced in their last few years of school to apartment living, hoping that the transition from dormitory life to apartment living after graduation will be less traumatic and more facile. Eventually, the program will call for students residing in this building to be paid with "KSD money" for good grades, comportment, and participation in extracurricular activities. From their "salaries," the school will deduct rent, utilities, and custodial services fees. The money remaining can be spent by the student in refreshments, privileges, and extra social activities.

Appropriate dedication services for this facility and for the upper school classroom building, named in honor of the Reverend John Rice Kerr, first Superintendent of the Kentucky School for the Deaf, will in all likelihood be held in the late fall. Kerr Hall was built at a cost of \$1.575 million and Middleton Hall was built at a cost of \$1.725 million. Three other capital construction projects (Middle School classroom building, Multi-Handicapped deaf education facility, Vocational School annex) have been funded and are currently in progress or will begin construction shortly after the commencement of the new year.



Governor Carroll chats with Mr. and Mrs. Middleton beside the architect's drawing of Middleton Hall.



DEDICATION ADDRESS—At the November 9, 1979, dedication of the Kerr and Middleton buildings, Kentucky Governor Julian Carroll is making his address. Interpreting is Rita Hester Zirnhild. Kentucky School Superintendent Winfield McChord, Jr., and Advisory Board Chairman James B. Beauchamp are seated behind the governor.

Dedication Messages

Remarks By Governor Julian M. Carroll
Dedication of the Kerr and Middleton Buildings
Kentucky School For The Deaf
November 9, 1979

Mr. McChord and other distinguished friends on the platform. This has been a busy and difficult day for me, but I did not want to miss the opportunity to have one last visit with you before I left the office of Governor.

I have had great affection for this institution since I was first elected to the General Assembly in 1961. Prior to my first General Assembly, I attended a pre-legislative conference at Kentucky Dam Village State Park. There I met, by virtue of the fact that the Legislative Research Commission had arranged for him to stay in the same room with me, your legislator at that time—Howard Hunt. I remember him in those early years fighting for KSD, and as his seat mate in the House, I became personally aware of the needs of this institution.

It wasn't really until I became Governor that I had a chance to do anything for education to the extent of the things we have done the last few years. As the staff and advisory board of this school know, we have vastly increased the funding for elementary and secondary education in this State. We have doubled your budget in five years. It is an investment which will pay rich dividends for many, many years to come. In the next four years I have every confidence that the next Governor and the next General Assembly will also be responsive to your needs because it is an investment in the greatest resource in our Commonwealth—our children.

We are presently constructing and improving several physical buildings needed for your program, such as the renova-

tion of Rogers Hall, and the construction of your Vocational School annex. I know that Billie Downing and other members of the Department of Education are working hard to get these projects moving. Something we have done that may not be noticed on your campus, is that we have roofed eight buildings at KSD. I think we have spent somewhere in the neighborhood of \$300,000, roofing the buildings.

Now you won't have to use your pots and pans to catch the water. Instead your pots and pans can be used by the finest cooks that I know in Kentucky. I told my staff on the way here that if they ever wanted a good meal, come to KSD. Don't you agree?

I am very much excited about the size of the student body and the progress you have made academically. You now have the largest student body ever in the history of the Commonwealth. In fact, Mr. McChord tells me, that you have gone from being the 25th largest school when I became Governor, to the 9th largest school in the United States. What pleases me more is that there are a higher percentage of our KSD graduates going on for further education. Indeed, it fulfills the dreams of many of us who for years have tried so hard to financially meet the needs of our handicapped people.

Please know of my continued interest in you even though I will be a private citizen on December 11th, and unemployed. If you need anyone to sweep floors, wash windows, call me and I will try to be of assistance. I need a good job.

As we come today to dedicate the Kerr Building and the Middleton Building, it is another exciting occasion for us to see two more major structures opened on this campus. These two structures are innovative, particularly the dormitory. Innovative in that it will provide our Upper School students the opportunity to prepare themselves for the life that will confront them upon graduation.

This institution is very much indebted to the leadership provided by Mr. Kerr as he served at KSD. Mr. and Mrs. Middleton are from my part of the state, from Barlow. If you have never heard of Barlow, it's right next to Monkey's Eyebrow. That is the name of a town. It is the goose hunting and hickory nut country. I used to go to Barlow and hunt hickory nuts. We are glad to have both of them with us today.

I want you to know as I leave today that I will still be thinking of you and to all of you (he gives the sign for "I Love You" in sign language.)

Superintendent's Response To Governor's Address

Governor Carroll, Mr. Schultz, members of the Advisory Board, officers of the Department of Education, distinguished guests and honorees, staff and students, the rich history of our 156 year old school is punctuated with the dedication of its new buildings and other educational facilities. Frequently, and most recently, the Governors of Kentucky have presided over these occasions of reverence and gratitude. Today, is no exception. Kerr Hall and Middleton Hall represent the 17th and 18th buildings to stand on this campus. In all, 21 buildings have been built to serve our Commonwealth's hearing impaired children. Within the next two years, it can be said that the Governors and the General Assemblies of Kentucky will have appropriated funds for a grand total of 23 buildings.

Of the present buildings, seven have been dedicated to former Superintendents, Principals, and teachers with normal hearing, while seven have been dedicated to alumni and former teachers with hearing impairments. Of these same buildings, 13 bear the names of men who have served the school throughout its history, and five buildings honor the careers or lives of women.

The addition of each successive building gives the school, its staff, and its students the opportunity to honor and to thank those gallant and dedicated individuals who have made this school a great institution of learning for the deaf, a significant model for our profession, and the *alma mater* for almost 6,000 young men and women who, instead of spending their days at the expense of state government, have graduated, procured employment, raised families, paid taxes, and exercised their rights as proud citizens of our Commonwealth. These new buildings are an outward and visible sign of the regard for this school by the legislature and our elected officials, by our professional peers in the Department of Education, and by the taxpayers of our state.

This program has commemorated, with admiration, the many years of service to deaf children by John, Daniel, and Mildred. This ceremony has been a feast of great pride, of thanksgiving, of reverence, of reflection, but it has also been a time for us to look forward to the day when this school will no longer be necessary; when the deaf child will hear; when his parents will not suffer the trauma of discovering his child's deafness; when the professionals in deaf education will be given their long awaited wish to become an historical artifact. We have a death wish in our profession, and we pray that God, in his infinite wisdom, will have cause to eradicate this invisible handicap in our lifetime. Until that time, let us take heart. Let us practice our noble profession, and let us cherish these days with these very, very, special children.

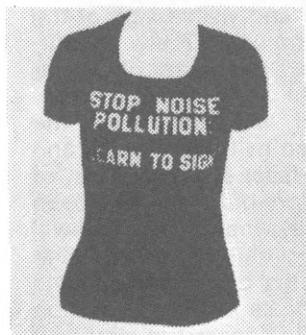


Daniel and Mildred Edwards Middleton for whom Middleton Hall at the Kentucky School for the Deaf has been named in recognition of their many years of service as houseparents.

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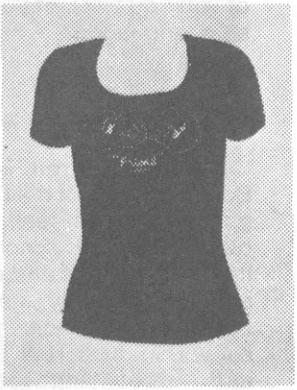
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Nancy Rarus, Gertrude Galloway and Beth Ann Campbell (left to right) Utah Women's Conference speakers, sign the area of interest.

Women's Conference Held In Salt Lake City

The room was crowded, the listeners were all "eyes." In a state where the social climate is such that the women's place is firmly believed to be in the home, the Utah Deaf Women's Conference took place at International Dunes Hotel in Salt Lake City, October 6, 1979, with over 80 women, ages 18 to 80, in attendance.

Sponsored by the Utah Association for the Deaf, the conference was planned by a committee comprised of Lois Jones, chairperson, and Celia May Baldwin, Darlene Cochran and Ilene Kinner.

Ms. Galloway's keynote presentation:

New Horizons For Deaf Women

"Women should be free as the air to learn what she will and to devote her life to whatever vocation seems good to her . . . It is true that we have made a start in the right direction. But that start has been made very recently, and it is still too early to pass a sentence on the results."

The excerpt above was proclaimed in 1893 by our friend Agatha Tiegel Hanson when she was presenting her graduation speech—even before the Women's Suffrage. Agatha was the first female graduating from Gallaudet College, hence the honor of giving the commencement speech. Obviously, awareness of women's growth was imminent many years ago and women have been going in that direction up to today. I suppose by now we are ready

Keynote speaker at the day-long conference was Gertrude Galloway, principal at the Maryland School for the Deaf's Columbia campus and the first woman President-Elect of NAD. Women's rights, especially where they pertain to credit, salaries and even surnames, were outlined.

Sex, family and money—topics close to anyone's heart—were discussed by Beth Ann Campbell, a vocational rehabilitation counselor for the deaf and a well-known local interpreter for the deaf.

After a luncheon, the conference re-

sumed with a talk given by Nancy Rarus, supervising teacher at the Arizona School for the Deaf. She expounded on the leadership to be found in women. Focus of her talk was the proposed Community Center for the Deaf, which will go to the Utah legislature in early 1980.

The participants enjoyed the talks so much that there was talk of having another women's conference next year. One husband was heard to say that if his wife would come home as happy as she did that day, he'd gladly pay \$9.00 to have her go every week!

"to pass the sentence on the results." So let's see what is coming next. Before discussing our rights as women of today, I would like to cover the grounds that women have treaded since the beginning of American government.

I am sure that you all are aware of the fact that women were once denied the right to vote. In 1869, the 15th Amendment passed in Congress, designed to give freedom to Negro slaves, including the right to vote. Susan Anthony fought

to have this privilege extended so that not only the freed Negroes but also the women of America could enjoy the right to vote. Her fight was in vain, for the gentlemen of Congress believed that the freed slaves were competent to vote intelligently but that the women of America were not. That year, the National Women's Suffrage Association was organized and the long fight for the privilege to vote continued until 1919, when finally both houses of Congress

passed the 19th Amendment. To ratify the amendment, 36 states were needed. Again the women worked hard in every part of the United States, getting their states to ratify the amendment. The last state to ratify was Tennessee and it was passed in Tennessee by only one vote.

Can you imagine the fight that those women put up for that privilege? Many of them were put in jail and they went on hunger strikes. Very often, they were labeled as mentally ill and were threatened to be institutionalized in insane asylums, as they were called at that time.

There was one woman who was not just satisfied with the Suffrage Amendment since it only gave women equality in voting, but not in earning a living or seeing that the laws about earning a living are equal. So that woman, Alice Paul went to the college to study law, earning master's and doctorate degrees in law, started another movement for an amendment: absolute equality for woman under the law. For 49 years, she and her organization, National Woman's Party, have been pushing for passage of ERA. By the way, ERA stands for Equal Rights Amendment. In 1972, ERA was finally passed in the Congress. According to the Constitution, it requires 38 states to ratify the Amendment. So far 35 states have ratified and we need only three more states. The deadline date for ERA has been extended to allow more time for other states to act on ratifying the ERA. It may interest you to know that Alice Paul was jailed seven times for her stand on suffrage and ERA.

A leading feminist called to our attention that recently women were officially recognized as a minority group. It is a very interesting situation as women outnumber men; yet they are treated as a minority. Anyway, this puts us deaf women into a smaller minority group within a minority group. In other words, we may be doubly discriminated.

It may interest you to know about the study done by Gaither and Gallow in February 1976. It was made with the purpose of finding the answer to most often asked questions on how the status of deaf women changed during the 13-year period from 1959 to 1972 in comparison to the male deaf population. The study showed an interesting conclusion that even though the deaf women would be up to par with deaf men in education, if not better, the deaf women still tend to enter the fields traditionally thought to be appropriate for women. The final conclusion of the study showed that the deaf women fail to achieve a comparable occupational and economical status. So we have been in that direction for so many years



Participants at the first Utah Women's Conference pose for a picture after lunch.

since that speech made in 1893 and we have gone only that far.

Among priorities identified by the delegates to the National Deaf Women Conference in March 1976 were information about finances and credit, legal rights and Equal Employment Opportunity legislation, so I would like to discuss legal rights a little more.

While discussing our legal rights by the Federal regulations, I would like to point out that there is a variance in laws regarding to discrimination on account of sex in states. I suggest that you contact your local chapter of the National Women's Organization, which should have information to share with you.

First of all, the Equal Employment Opportunity Amendment, passed in 1972, is to protect you as an individual in terms of employment. In other words, any employer with 15 or more employees is required to comply with the regulations of EEO. If you feel you are being discriminated on account of sex or deafness, you can contact your local office of EEOC.

The EEOC has issued "Guidelines on Discrimination Because of Sex" prohibiting hiring based on classification or labeling of "men's jobs" and "women's jobs" or advertising under male or female headings; and providing same pay benefits, same rest periods, meal periods and physical facilities for both sexes. The guidelines also specifically require the granting of a leave of absence to an employee for childbearing and reinstatement to her original job or to a position of like status and pay, without loss of service credits.

The Federal Equal Credit Opportunity Act was passed in 1975 to provide the women the same access to credit as man in a similar financial situation. A

credit institution can no longer turn you down, or demand extra security or stiffer terms; just because you are a woman. The act also specifically spells out that a woman can use her name, including her maiden name she wishes as long as her intention for choosing it is not to defraud anyone. If you wish to use your maiden name or any name in post office mailbox or on your letter, it is your privilege.

Whether the registrar of voters, the Motor Vehicle Department or any other state agency can require the use of your married name depends on the law of state you live in. Check with your state laws on your right to maintain your birth name in voting or driving.

Another leading feminist quoted this and I think her statement is true. She says, 'In spite of the law, we still have a language which perpetuates the concept of male superiority.' We have a battle on our hands although the law is on our side.

We have to change the stereotyped attitude about women. We have two hurdles to handle, psychological and social hurdles, especially the latter one as I am not sure if the deaf male population is ready for us.

There are new horizons for us to reach out. As Edna Adler once said in a talk, "There is room in the world for deaf heroines." We also should say, 'Move over, fellas, and make room for us,' if we meet resistance from deaf men, as well as from hearing men.

The fact that you all are here, should indicate our concern on the growth of deaf women. Are we ready to take up the challenge? Yes, definitely, we are good and ready. But you may say, "How?"

Many of us embark into our present



Committee members for the Salt Lake City Women's Conference, left to right: Darlene Cochran, Ilene Kinner, Lois Jones (chairperson) and Celia Mae Baldwin.

careers through many different approaches and I would like to share mine with you. I was content with the role as a full-time housewife with three children and there would be times when I wondered what I would do after my children left home. I was totally unprepared for the new role imposed on me after divorce—as a single responsible to myself and my three children. Therefore, my entry into teaching profession and return to the college for the master's

was purely for therapeutic reasons. Eventually it led me into the world of profession, which I enjoy immensely.

Fortunately, today's society has regarded women as equal and it is also comforting to know that it is never too late to make a new beginning or to start all over.

So now, with the barriers down and more opportunities for advancement present, and the law on our side, we can begin.

The students wrote down the following lines:

*My Lords, my Lords, the captive cried,
Were I but once more free
With ten good nights on yonder shore
To hide my Scots and me.*

Although the lighting was perfect, the students were among the most advanced in the school and the teacher was a very clear speaker.

This supplement is found in the Vol. 12, No. 5, issue of the *British Deaf News*.

WEST GERMANY: The Vol. 107, No. 10 issue of *Deutsche Gehörlosen-Zeitung* published the following statistics:

Regional Associations	Members	Clubs
Baden	575	15
Bavaria	1,903	37
Berlin	1,170	14
Bremen	130	3
Hamburg	245	7
Hessen	1,344	21
Nieder Sachsen	690	13
Nordrhein-Westfalen	3,303	74
Rheinland-Pfalz	613	19
Saar	208	3
Schleswig-Holstein	207	7
Württemberg	899	24
	11,287	237

In addition to these regional associations, there are 11 regional athletic associations with 7,285 members and 125 clubs and the Catholic association with 2,728 members and 80 clubs.

If the deaf population is to be one percent of the total population, it means that about 30 percent of the deaf population are members of organizations of the deaf.

CANADA: The Bell Northern Research has in cooperation with Rentronics, Inc., made a new TDD, "The Visual Ear." It reminds us of our MCM but slightly smaller (7 1/4" x 9" x 2"). Its price is only \$375.00. Address is 2395 Bayview Avenue, Willowdale, Ontario, M2L 1A2.

ITALY: La Settimana del Sordo published an obituary about Fred Schreiber on September 30, 1979.

SWEDEN: Two deaf car drivers made an "Around Europe" for 26 days. They visited in the following order: Hamburg, Amsterdam, Brussels, Paris, Bordeaux, Marseille, Geneva, Zurich, Salzburg, Munich, Nurnberg and Lubeck.

SDR-Kontakt (Vol. 89, No. 15) reports that the Swedish association of the deaf, SDR, had, in 1979, 4,450 members of whom 1,439 are hearing. Excluding the hearing members, this membership makes almost 40 percent of the deaf population in Sweden. A breakdown of deaf-hearing members:

Nine clubs have as many deaf as hearing members; 16 clubs have 33 percent hearing members; seven clubs 25 percent; and 15 less than 25 percent. One club has 90 percent hearing members while another club has no hearing members at all.

COMING EVENTS:

- Nordic Deaf Youth Camp, Storlien, Sweden, June 29-July 5, 1980
- Deaf Child Camp, Finland, July 1980
- Nordic Sign Language Seminar, Finland, Spring 1981
- Theatre Seminar, Norway, Fall 1981
- Nordic Sign Language Seminar, Denmark, Fall 1981
- Nordic Club Life Seminar, Iceland, Spring 1982
- Nordic Festival, Norway, July 1982
- Nordic Deaf Youth Camp, Finland, July 1982
- Nordic Sign Language Seminar, Denmark, Fall 1982

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Deaf Leadership: Yesterday, Today And Tomorrow

By DR. EDWARD C. MERRILL, JR.

The subject today focuses upon "Deaf Leadership." We will be focusing our attention on deaf people who have made a difference, deaf people who have made a real contribution to other deaf people and to society in general. Before discussing deaf leaders, I want to share with you my understanding of three major characteristics of leadership. This will provide a frame of reference for looking more closely at the kind of leadership which has been demonstrated by deaf persons and which probably will characterize their behavior in the future.

Characteristics of Leaders

Over the years I have read research literature purposely in order to determine the characteristics of leaders. I wanted to know what attributes people have which enable them to assist a group achieve its purposes and which enabled them to be identified as leaders. I also have probed my own experiences working in a variety of institutions and agencies in order to determine in a more empirical way the characteristics of leaders. Although the evidence is still incomplete, I should like to share with you three characteristics which I think all leaders demonstrate. I might add that research in the field of educational administration generally supports these characteristics also.

Leaders are **goal-oriented** people. Although several possibilities for action may exist, leaders have the ability to choose specific goals and to work toward them. This is no simple task. As institutions and agencies function in a complex society, the best course of action is not easy to determine. In spite of all this, leaders are people who can establish goals and who work directly toward them. Obviously this indicates that they are persons who are sensitive to values and know what is important and what is seemingly unimportant.

Leaders are people who **understand structure**. No one can be a leader alone. He must function within some organizational structure. He may be working in an organization like the Greater Los Angeles Association of the Deaf (GLAD). He may be functioning in a university setting such as this institution, the California State University at Northridge. He may be functioning in a public school system. In any event he is working within an organization that has a mission, structure and some resources. It is interesting to note, however, that leaders inevitably understand the structure in which they work and show an astute ability to make use of it.

Leaders are people who **show consideration** to other people. The evidence which I have been able to obtain strongly indicates that leaders are individuals who like and accept other people. Leaders want to listen to other people, value their ideas, and respect their rights to participate. Perhaps it goes without saying that leaders communicate with other people. They communicate not only information and ideas but attitudes. This factor of consideration, however, is obviously a composite of many other characteristics but it indicates that leaders have strong interpersonal relationships with people.

So I submit to you these general characteristics of leadership. Leaders are people who are goal-oriented. People who understand the structure of the organization in which they work and know how to use it. And individuals who show

genuine consideration for other people. Now you know, as people like to say these days, "where I'm coming from."

The Deaf Leader—Yesterday

With the characteristics of leaders which have just been mentioned, it is important to look at the setting in which leadership occurs. In thinking about deaf leaders of yesterday, we need to examine the setting in which they worked.

Do you realize that several decades ago there was no well developed role for the deaf leader in society. In other words, the general public didn't expect and really would not have understood a deaf person emerging as a leader in an organization. The members of the group would have said, quite accurately, "He is deaf." They would have meant by this quite incorrectly, that because he was deaf he could not function in a leadership capacity.

In the past there were no well developed models of deaf leadership. There were no success stories. There was no inspiration. There was no literature which reflected the achievements of deaf leaders. We are extremely pleased to see this literature emerging. If you do not have your copy of Braddock's *Notable Deaf Persons*,² you should resolve to get one.

The deaf leader of yesterday also found no structure through which to work. Until the National Association of the Deaf and the National Fraternal Society of the Deaf were established there was no structure even within the deaf community for a deaf person to use as a means to obtain important goals. Obviously, there was little structure in society at large which was available to him.

Finally, there was a force in society which actually argued against his being a leader at all. There were strong "missionary" forces in existence. These were well meaning people who wanted to serve deaf people rather than to permit them to do things for themselves. So the deaf leader of yesterday not only had to confront the usual challenge of leadership, but he also had to overcome barriers which were thrown before him by well meaning but poorly informed people who wanted to help him.

In spite of this very discouraging setting, we find strong deaf leaders emerging. This is the setting in which Dr. Sam Block, whom you have just heard, lived. This is the setting that Dr. David Peikoff experienced when he sought to lead his people. These are the conditions which existed when deaf leaders founded the National Fraternal Society of the Deaf. All of us, hearing and deaf alike owe these men great respect. They and a few others like them emerged as deaf leaders in an era when deaf leadership was unheard of. They were goal-oriented persons. Individuals who had to develop a structure in which to work. Persons who had great consideration and compassion for other people. This is what deaf leadership was like yesterday.

Deaf Leaders—Today

Deaf leaders today must demonstrate some of the same characteristics which have been mentioned previously, but these leaders function in a much more enlightened environment. Let me describe the characteristics of this environment as I see it today.

We are gratified to see institutional roles for deaf leaders

*Summary of an address delivered by Edward C. Merrill, Jr., President, Gallaudet College, Washington, D.C., at the California State University at Northridge, April 8, 1978.

²Guilbert C. Braddock, *Notable Deaf Persons*. Edited by Florence B. Crammatte. Gallaudet College Alumni Association, Washington, D.C., 1975.

emerging. In other words, it is acceptable for a deaf person to be the superintendent of a school for the deaf. It is now acceptable for a deaf person to be in charge of a program serving deaf and hearing persons or hearing persons alone. It is appropriate for a deaf person to speak at a large meeting of hearing people. Thus, we see increasing public acceptance of deaf people in leadership roles. Please do not misunderstand me. We have a long way to go before a deaf person can emerge as a leader in any kind of business or activity, but some progress is being made.

Due to recent legislation and litigation, discrimination in employment on the basis of a handicapping condition is now illegal. The environment of employment for handicapped people is changing rapidly. If a deaf person can obtain a good job on the basis of his ability to perform, this puts him in a position to demonstrate that he can be a leader. The laws are now on the books and we must now work toward implementing them in daily life. These laws, however, provide a vastly different climate than the deaf person encountered only a few decades ago.

Deaf people now have access to management training. The National Leadership Training Program at CSUN and the Ph.D. program in the administration of special programs at Gallaudet College are merely two examples of the kind of management preparation available to deaf people. Programs such as these are critical. It is unfair to expect deaf persons to emerge as leaders when they do not have the opportunity to study the sophisticated models of management which are now being used by various organizations and businesses. With this kind of preparation, deaf people will compete on a more equal footing with hearing people.

Most important now, deaf leaders are setting a track record as outstanding leaders. I cannot resist telling you about a young boy who lost his hearing when he was five years of age. He was a member of a large Mexican-American family which moved from place to place in order to find work. This young boy was sent to the California School for the Deaf at Berkeley. He then entered Gallaudet College and received his bachelor's degree. To make a long story short, this person entered the teaching field and finally obtained a Ph.D. degree from Syracuse University. He was then employed by Gallaudet College to be the director of the Kendall Demonstration Elementary School. In a brief time he improved this school appreciably. The students, the faculty and parents developed tremendous respect for him. He had become an astute manager and recognized leader in the profession of education of the deaf. He became the first deaf person to be the president of the Convention of American Instructors of the Deaf (CAID), and he is now president of the Council on Education of the Deaf (CED). This deaf leader, Dr. Robert Davila,

will become vice president of the Model Secondary School for the Deaf/Kendall Demonstration Elementary School at Gallaudet College on July 1, 1978.

This is a track record. He is a model. He has demonstrated the true characteristics of leadership: Goal orientation, astute knowledge of structure and genuine interest in and consideration for people. Because of Dr. Davila, we will see other deaf persons aspire to leadership roles, obtain them and succeed.

The Deaf Leader—Tomorrow

I am confident that the deaf leaders of tomorrow will demonstrate more and more finesse in the characteristics of leadership which have been mentioned previously. These leaders will find a much more accepting and understanding environment. The setting will not be completely receptive; in fact, it may contain some characteristics that seem a little strange to us now.

I expect to see deaf leaders of tomorrow emerge earlier. We see some signs of that now. As I associate with the Student Body Government of Gallaudet College, I can identify young men and women who are going places. They will emerge much sooner than some of our contemporary deaf leaders and this will be all for the better.

I think the deaf leader of tomorrow can expect no concessions because of his deafness. As deaf people lose their second class citizenship, they will also lose any interest on the part of the general public in making concessions for them because of deafness. In other words, deafness will no longer be an excuse for performance that is not up to expectations. I know that you, as deaf people, and I, as a person working with deaf people, fully accept this kind of expectation.

As a matter of fact, the deaf leader of the future could almost lose his identity as a deaf person. In other words, as deaf people demonstrate their abilities to an increasingly larger public and succeed in serving that public, the fact of their deafness really becomes irrelevant. This could be the index we use to determine whether or not deaf people have arrived in the eyes of the larger society. I hope you will think about this a little more because it could be strange to you as a deaf person, but I should think that it would be a welcome change in attitudes and understanding. What I am saying basically is that your emergence as a deaf leader would really not be recognized, only your performance as a leader.

In closing, permit me to pay tribute to the deaf leaders of the past. They were and are truly great Americans. Let me compliment the deaf leaders of the present. We increasingly depend upon you. All of us look forward to welcoming the deaf leaders of the future. As a matter of fact, many are here among us today.

Information On Nine-Digit Zip Code

At the Mailer's Technical Advisory Committee meeting held on December 5 and 6, 1979, Sal Gennaro, Director, Office of ZIP Code Expansion reported that the schedule for implementation of the nine-digit Zip Code has been established.

The added four positions will show: First two—the sector (a smaller section of a 5-digit code); the last two will indicate a segment of a sector, i.e., block, blockface, building, floors of a large building, company or other unit receiving a volume of mail.

The new directory of Zips will contain approximately 19 million entries and will be available in a number of ways,

i.e., printed—many volumes of books similar to phone books, on microfilm, microfiche and magnetic tape. There will also be a phone service using an 800 number that can be called to secure codes.

The new add-on Zip Code will be permanent—that block face, building, etc., will always have that one Zip Code unless something major happens, i.e., it is torn down, a highway is built through the area requiring a change, complete redevelopment of the area, etc.

The Zip Code add-on is coming rapidly, so the National Association of the Deaf urges all mailers to start planning now for the affect this will have on

their business. There will be incentives for using the Zip system on mailings, so discuss it with postal officials to keep up to date on the system. The implementation schedule is shown below:

Initial Model City	December 10, 1979
Rules, Procedures	January 15, 1980
Additional 5-Test Cities	March 21, 1980
Field Training	May 16, 1980
Data Base Test	July 1, 1980
Assignment of Code	February 28, 1981
Notification to ALL Customers	July 31, 1981

Training Paraprofessionals To Work With Deaf People

ASL Component Of Communication Methods Training: A Course Structure

By CYNTHIA BILDERBACK ROY and W. F. ROY, III

A primary component of the curriculum of instruction in a Training Paraprofessionals to Work with Deaf People Program (TPD) is communication methods. Due to the variety of knowledge and skills imparted in two year TPD programs (Palmer, Carr and Granberry, 1979), only introductions to communication methods can be accomplished. Of primary interest to the authors, concerning communication methods, was the development of a course which gave TPD students both exposure to and actual preliminary training in American Sign Language (ASL). We designed an exposure to and preliminary training in ASL, for again AA degree restrictions do not allow for second language development; that notwithstanding, our course structured for TPD students experiences which increased their awareness and understanding of ASL as a language. Focus was therefore upon an exposure to techniques and practices in related communicative areas or situations that graduates were most likely to experience in employment.

It is our desire to record for use this material in hopes of sharing materials with others in this field of study. We will give a detailed example of a part of the course itself.

Background

ASL is a language of deaf people. We say a "language" for it is not the only language which some deaf people develop competencies in, i.e., deaf people study English, French, Spanish, Latin, etc. Unfortunately, too few deaf people, especially young deaf people, study ASL as a language.

ASL is the language of deaf people; for it satisfies more than any other language the need for unbridled, uninhibited communication between others. A language which was developed by deaf people for deaf people (Klima and Bellugi, 1979); a common language which binds them together into a minority group (Vernon and Makowsky, 1969; Charrow and Wilbur, 1975; Markowicz and Woodward, 1978; Roy and Libbon, unpublished).

ASL is a *visual/motoric* language. The authors prefer this medium (Ingram, 1979) designation for it more explicitly

defines the range of physical, muscular movements possible when producing or encoding ASL. Specifically, the fine muscles of the face or even those muscles controlling the eyebrow are as important as the larger gross muscles of the forearms, shoulders or torso. We offer this medium designation not in replacement of visual/gestural, for such designation carries the meaning of emphasizing ideas or attitudes. But rather, we offer another more exacting, descriptive term which allows for a clear, concise description of ASL and its physical, motoric components.

Training future houseparents (child care workers), attendants, dorm counselors, teacher aides, secretaries, rehabilitation technicians, mental health workers and social work assistants in the language most encountered with deaf people had to reflect, in practical ways, actual linguistic situations. That is, instruction, both classroom and lab, had to be focused upon a replication of communicative situations. These situations were introduced, discussed, practiced and then tested for student expressive and receptive accuracy. The following is a condensed course structure used in the development of lesson plans in the study of ASL in a TPD program.

Course Structure

General Outline

- A. Introduction to Communication Methods—ASL for Paraprofessionals
 1. A language
 2. History and development—an overview
- B. Visual/Motoric Language
 1. The medium
 2. Basic linguistic aspects

Cynthia Bilderback Roy was an instructor in the TPD program at Austin Community College in Austin, Texas, and is presently the principal investigator at Texas State Technical Institute developing curriculum and syllabi for interpreter training.

W.F. Roy, III, former rehabilitation counselor with the deaf with the Texas Rehabilitation Commission in Austin, Texas, is presently a graduate student at New York University in deafness rehabilitation.

Please address all inquiries, comments and responses to: Cynthia B. Roy, 405 Vance, Waco, Texas 76705.

3. Medium development defined in terms for learning ASL as a second language
4. Personality maintenance—keeping personality with new medium of expression and reception
- C. Communicating Everyday Thoughts and Experiences
 1. Communicative situations
 2. Communications or messages
- D. Technique
 1. Voice and tonal qualities: medium transference
 2. Individualization or "signing space"
 3. Motoric control—use of various muscles in expression
- E. Vocabulary
 1. Situational exploration
 2. Conversations—connected thoughts
 3. Practice, recording and review
- F. Pre- and Post-Evaluations
- G. Reference Materials
 1. Books and articles
 2. Film and videotape

The following is how each class session and lesson plan was structured (different communicative situations may require an increase in the number of classes scheduled to study the situation):

Class (1 hour and 50 minutes)

Daily Schedule

- 5 min. —Attendance, questions and answers, announcements
- 10 min. —Exercises to prepare muscles for movement, i.e., facial, fingers, arms, etc., and technique practice
- 45 min. —Sign Workshop
 - a. Pretest
 - b. Group learning—lecture/demonstration
 - c. Mime activity or game
 - d. Guests/speakers—deaf people employed in paraprofessional positions speaking in ASL with voice interpreter
 - e. Lab—view previous videotapes or films
 - f. Additional demonstrations—clarification of lab tapes and films
- 10 min. —Break

30 min. — Drill and/or practice; post test
 10 min. — Class ending; community announcements; homework

Lesson Plans (example)—A Houseparent Communicative Situation

With the combination of the **Course Structure**, which incorporates basic theory and the **Daily Class Schedule**, we produced the following daily lesson plans using one communicative situation, Houseparent in a Residential School. This represents one draft for such lessons. Revisions were made throughout its use and experimentation. Basically the structure of each lesson remains the same.

Class #1 (not necessarily the first class of the semester)

5 min. — Attendance, questions and answers, announcements, i.e., professional organization meetings, deaf community social events
 10 min. — Discussion on visual/motoric language: introduction
 1. Exercise limbs
 2. Exercise face
 45 min. — Sign Workshop
 Situation: Dormitory Life on Residential School Campus
 Brief explanation of houseparents and their job responsibilities—focus on communicative situations.

Conversation #1:

Houseparent	Student
GOOD MORNING	WHO?
NEW HOUSEPARENT	NAME?
ELIZABETH (sign name) E-L-I-Z-A-B-E-T-H *YOUR NAME, SIGN?	KATHY (sign name) K-A-T-H-Y
OLD?	10
NOW DUTY, BATHROOM CLEAN YOUR RESPONSIBILITY	OK, AFTERWHILE— AFTERWHILE
NO—NOW! FINISH (eyebrows raised), ALL (semi-circle away from body) READY GO (leave) EAT	DON'T—WANT EAT, FOOD LOUSY!
SORRY, MUST GO	OK, GET J (name sign)

GO CAFE-TERIA
(same sign as eat, but used for cafeteria)

*(Commas with space on each side represents pause.)

10 min. — break
 30 min. — Quiz on previous class conversation
 Practice above conversation:
 Teacher—students
 Students—students
 ½ Class—½ class
 Individuals—Individuals
 10 min. — Class ending; homework is to practice and learn conversation; announcements

Class #2

5 min. — Attendance; questions and answers; announcements
 10 min. — Exercises: adding on additional exercises which include other body muscles
 30 min. — Quiz on previous day conversation (videotaped) Continued practice on conversation with variations, i.e., different vocabulary discourse
 10 min. — Break
 45 min. — Sign workshop

Conversation #2:

Houseparent (Flashing lights)	Student
TIME GET-UP	(Student clears eyes and looks around and focuses.)
DRESS PRETTY!	FINISH UP
UNDERSTAND	THANK YOU, WANT PANTS
FINE GO-AHEAD (later that morning)	CAN (permission) EAT NOW?
NOW SCHOOL HURRY!	LEAVE, SEE-YOU-LATER (later)
HOW (sign same as "thrill" with questioning face) SCHOOL?	BORING, GO STORE PERMISSION?
PERMIT, COME-BACK (sign "point store" to "point school-dormitory") 5:30, TIME EAT	OK, LATER WATCH TV B-I-O-N-I-C STRONG WOMAN (Smile)!

MAYBE, FIRST
HOMEWORK, FINISH,
CAN WATCH TV

(Nods head.)

Note: Elaborate upon communication behaviors that occur in dorm situations, e.g., light to wake up students; checking with touch on shoulder; how to get someone's attention as they walk down a crowded hall, the name sign "tap, tap, tap down the line, ohhh! got your attention" method, etc.

10 min. — Ending; homework: go to lab and watch videotapes of both conversations and practice signing conversations exactly as seen and with variations.

Class #3

5 min. — Attendance, questions and answers, announcements (basketball schedule for the school for the deaf passed out.)
 10 min. — Technique review; suggestions (individualized) and practice
 30 min. — Quiz; new conversation on dorm situation (same vocabulary**)
 10 min. — Break
 45 min. — Sign workshop
 Guest speaker—Houseparent from the residential school for the deaf
 —30 Minute talk in ASL about job responsibilities, pay, routine, supervision, age group, etc., all voice interpreted
 —15 Minute questions and answers
 10 min. — Class ending; homework; practice conversations with techniques studied and reviewed; invent new conversations with learned ASL vocabulary.

**Note: Watch positioning; houseparent and student exchange will require position maneuvering by instructor.

Note: Since development of original course, authors have learned of quizing students by receiving answers in same medium as presented.

Class #4

5 min. — Attendance, questions and answers, announcements
 30 min. — Drill and practice on conversations from homework
 5 min. — Break
 70 min. — Practice exam (Note: Practice exam is same as exam, see below.)

Class #5

15 min. —Attendance, questions and answers (always longer time denoted here before exams), announcements

Exam: I. Test for ability to receive (decode) everyday ASL conversations about dormitory life
II. Test for ability to express (encode) everyday conversations in ASL about dormitory life

Procedures:

- I. Receptive—30 minutes
Practice exam:
 1. Warm-up—5 minutes
 2. Class ability—5 minutes
 3. Normal conversational pace—5 minutes

Exam:

1. Warm-up—5 minutes
2. Class ability—5 minutes
3. Normal conversational pace—5 minutes

II. Expressive

Each student is asked to sign a new conversation written by the instructor (2-3 minutes or more). This is videotaped for correction and playback for student observation.

Materials for exam:

1. 30-Minute videotape of six new conversations about dormitory life for viewing by students.
2. New conversation for each student to sign for videotaping. (All will sign same conversation, one at a time with other students in other room.)
3. Receptive videotape of deaf people or live conversations depending upon community resources, i.e., teaching assistant could be university deaf student in linguistics or social work, etc.

Summary

This daily class outline was used with variation in each of several situations, i.e., and not limited to the following, dormitory life, classroom, social events, home, illness, holidays, sports, fine arts and religion. Each area was presented in terms of the communications that may take place between the paraprofessional and deaf people and/or deaf people themselves. Class meetings were twice a week. The instructor signed at all times. The class was seated in a circle or semicircle at all times, except for games and role-playing. Sign language texts

were used as references along with related books and articles of interest.

Within each unit (communicative situation) guest speakers were called upon to initiate certain aspects of our situational study. Special efforts were taken to ensure that a majority of all the guests were deaf professionals of varying backgrounds. Most speakers were voice interpreted by RID-certified interpreters contracted for services. This allowed each speaker to feel comfortable in using ASL in their presentations. Efforts were made to videotape all guest speakers for a library/lab of ASL. These tape presentations were then used as practice tapes.

Conversations were then taught and memorized. As the conversations became longer and more involved some writing was allowed with written ASL in dialogue form and English in parenthesis. Students were asked to voice or write English sentences when viewing ASL but the authors are sure this does not encourage visual memory and does not follow the theories of second language learning. The authors feel it would be more appropriate to require a verbatim or original response in the same medium, ASL.

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American Society of Deaf Social Workers (ASDSW) Founded

Professional social workers who are hearing impaired (deaf and hard of hearing) proudly announce a new national organization, founded in October 1979.

The purpose of this organization is to serve as a spokesman for the well-being of deaf children and adults as first-class citizens of this nation; to promote their equal rights to high quality human services; to promote the equal rights of deaf social workers as qualified professionals providing those services; to maintain a roster of hearing impaired graduate social workers; to promote in any way possible the independent living of all hearing impaired individuals and groups.

For information contact: Bernice B. Hooper, MSW, LCSW, Secretary Pro tem, American Society of Deaf Social Workers, 8716 Hayshed Lane, Apt. 202, Columbia, Maryland 21045. Office phone: (301) 539-0903 (TTY) 539-7322 (voice).

1980 Deaf Awareness Week In Southeastern Pennsylvania

The Deafness and Hearing Impaired Council of Southeastern Pennsylvania is sponsoring a fourth annual area-wide Deaf Awareness Week, May 11-17, 1980.

Planning for the Deaf Awareness Week activities is a year-long affair involving representatives of many of the organizations serving the deaf in the Philadelphia area. The coordinator for Deaf Awareness Week 1980 is Mrs. Margaret Finnegan, Head of Library Services for the Deaf, The Free Library of Philadelphia.

The purpose of Deaf Awareness Week is to enable hearing people to become more aware of deafness and what deaf people **can do**. Activities, programs and displays to help promote better understanding of the deaf will be set up throughout the city of Philadelphia and surrounding areas.

This year's theme is "Deafness and the Family." For more information and/or a Calendar of Events, please call or write: RTTY News Center, The Pennsylvania School for the Deaf, 7500 Germantown Avenue, Philadelphia, Pennsylvania 19119. (215) 274-9440 (voice or TTY).

United Nations Adopts Logo For Disabled Persons Year

The United Nations has adopted an official symbol for the International Year of Disabled Persons (IYDP) to be used throughout the world. Alan A. Reich, president of the U.S. Council for the International Year of Disabled Persons—1981, has announced. The symbol, or logo, is based on an original design submitted by the French National Commission for IYDP. It represents two people joining hands in partnership and equality and gives visual expression to the idea of the theme for the Year chosen by the UN. Flanking the two figures are the laurel leaves of the United Nations emblem.

In proclaiming 1981 as the International Year of Disabled Persons, the United Nations continues its tradition of designating a year in which to focus worldwide attention on the needs and potential contribution of selected groups of people. The UN has urged every country to develop suitable goals and programs for the observance.

The U.S. Council, chaired by David T. Kearns, president of Xerox Corporation, was formed in July 1979 to promote the full participation of the 35 million Americans with disabilities. Development of the Council has been a cooperative undertaking involving the public and private sectors. President Carter, in a meeting with Council leaders, pledged his support and that of his Administration for Council efforts. Sixty-five national organizations working with and for America's citizens with disabling conditions as "participating organizations," have joined the Council to stimulate activities at the grassroots level.

"We hope that media groups and organizations planning IYDP programs will give prominent display to this symbol," said Mr. Reich in commenting on the logo. He noted that the logo may be used on stationery, posters, newsletter mastheads and other materials of an educational or informational nature connected with IYDP. Persons wanting additional information on the logo are invited to address inquiries to the U.S. Council at 1156 - 15th Street, N.W., #302, Washington, D.C. 20005.



**The
Silent
Performer**

“BALBO”
One Man Mime Show
Gary Theiler as “Balbo”

Contact: Dan R. Bailey 5751 Otoe
Lincoln, NE 488-0396

New York Society Names Ziev Executive Director

Dr. Jerome D. Schein, president of the New York Society for the Deaf, has announced the appointment of Joel D. Ziev as executive director of the Society. Mr. Ziev most recently functioned as the executive deputy in the New York State Office of Advocate of the Disabled.

Mr. Ziev received his master's degree from Temple University and has completed additional graduate work at Smith College, the University of Massachusetts and Penn State and is currently a candidate for a doctoral degree at New York University.

Mr. Ziev was the first chairman and chief executive officer of the Connecticut State Commission on the Deaf and Hearing Impaired. He was appointed by the President of the United States as the advocate for the handicapped on the President's National Advisory Committee on Supplementary Centers and Services. He also served as a member of the National Advisory Committee on the Handicapped and as a consultant to the White House Conference on Handicapped Individuals.

Besides his employment with New York State, Mr. Ziev has served as the director of instructional services at the Human Resources Center at Albertson, Long Island. He is an active member in many organizations, including the New York State Association of Parents of Hearing Impaired, the Council of Exceptional Children and the Alexander Graham Bell Association for the Deaf.

Dr. Schein also announced that Dr. Lester J. Waldman, who had served as interim director, would reassume his former role as counsel and director of planning.

The New York Society for the Deaf is the only agency offering generic services to the profoundly deaf in the Metropolitan New York area at 344 East 14th Street, New York, New York 10003. It was organized in 1911 by a special act of the New York State Legislature. It is an affiliate of the Federation of Jewish Philanthropies and receives support from the Greater New York Fund. The services are open to all profoundly deaf persons without restriction.

Department of Psychology, Gallaudet College, Washington, D.C. 20002

Faculty Position Announcement

ASSISTANT PROFESSOR, School Psychology: One position, Ph.D. or Ed.D. required. Begin Aug. 1980. Salary very competitive. Teaching and applied experience in school psychology and familiarity with the psychological and educational problems of exceptional children (especially the deaf) desirable. Responsibilities include teaching graduate courses to hearing and deaf students in a master's degree program in school psychology with specialization in deafness. Opportunities and support for research in area of own interest.

Because of the Gallaudet College mission of serving deaf students, individuals who already possess sign language (simultaneous communication) skills or who are deaf (hearing impaired) are encouraged to apply. An 8-week paid orientation program for training in sign language and fingerspelling is offered for qualified individuals without these skills, beginning June 1980.

Send vita and three letters of reference to Dr. H. N. Reynolds, Chairman, Department of Psychology, Gallaudet College, Washington, D.C. 20002.

Gallaudet College is an Affirmative Action, Equal Opportunity Employer.

Planning Conference Held at NTID On Maternal Rubella and Deafness

Beginning in just two years, 6,000 or more deaf children struck by the 1963-65 worldwide rubella epidemic will be graduating from high schools throughout the country. National leaders of college programs for the deaf and vocational rehabilitation services met at the National Technical Institute for the Deaf in January to plan a national conference to help prepare educators and rehabilitation counselors for this unprecedented challenge.

The planning session held January 10-11 was the forerunner for a national conference on maternal rubella and

deafness. The national conference, slated for April 21-23, will be co-hosted by NTID, Gallaudet College, the Conference of Executives of American Schools for the Deaf (CEASD) and the U.S. Rehabilitation Services Administration.

"The April conference will establish a plan of action to assure that none of these young adults will be denied services to which they are entitled," says Dr. Ross Stuckless, director of Integrative Research at NTID.

A major rubella epidemic struck this country between 1963 and 1965. While this virus, otherwise known as German

measles, often went scarcely noticed by expectant mothers, the fetus was highly vulnerable, especially during the first trimester of pregnancy. This worldwide epidemic led to 8,000 infants being born deaf and an additional 3,600 infants being born deaf/blind in this country alone.

Most of these children are now 14 and 15 years old and soon will become eligible for rehabilitation and/or postsecondary education services. In addition, more of these students have additional impairments than are found among students whose deafness is due to most other causes.

Dr. Stuckless says, "Rubella is the leading cause of childhood deafness other than inherited deafness."

As a result of the 1963-65 rubella epidemic, NTID and other colleges, and rehabilitation agencies must plan for a near doubling of 18- and 19-year old deaf adults in 1982, 1983 and 1984. Many of these deaf people will require special services for multiple impairments.

Dr. William E. Castle, RIT vice president and director of NTID was chairman for the January planning meeting at NTID.

American School Filmstrip Takes Gold Medal In Festival

"A Silent World," a Kevin Donovan Film production for the American School for the Deaf of West Hartford, Connecticut, received a Gold Medal for excellence and achievement at the 22nd International Film and Television Festival of New York on November 9, 1979. Leading performers from motion pictures, television and the Broadway stage lent their talents as presenters and entertainers to the 3,000 entrants and 104 foreign participants for this festival, now recognized as the leading international event of the professional film and TV industry.

"A Silent World" is a 16-minute filmstrip dealing with deafness and the programs that the American School provides to meet the educational needs of their deaf students. Narrated by Nanette Fabray, the production was filmed at the school in June 1979 under the direction of the Public Relations Department at ASD. The film features the parent-child counseling program, classroom sessions, vocational training, sports, social involvement and life adjustment on and off campus.

The American School for the Deaf, a privately endowed school, is known throughout the world as the first school for the handicapped in the Western Hemisphere. Today, with over 325 students from Connecticut and all over the world, the school continues to expand and improve its services to the deaf.

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NATIONAL ASSOCIATION of the DEAF

Ralph H. White, President

David W. Myers, Secretary-Treasurer

Albert T. Pimentel, Executive Director

President's Message

Ralph H. White

2504 Bluffview Drive
Austin, Texas 78704



Call To Convention

Under authority, vested in me by the Bylaws of the National Association of the Deaf, Article VI, Section 3a, I hereby issue this official

Call to Convention

to all Representatives of Cooperating Member Associations and individual members in good standing of the National Association of the Deaf.

The 35th Biennial Convention of the Association will be held in Cincinnati, Ohio, beginning on Sunday, June 29, 1980, and ending Saturday, July 5, 1980. Headquarters will be Stouffer's Cincinnati Towers.

Business will be transacted by the General Assembly and the Council of Representatives as prescribed in the Bylaws. Election of officers will be held on the final business day of the Convention.

Copies of the NAD Bylaws may be obtained from the NAD Home Office, 814 Thayer Avenue, Silver Spring, Maryland 20910, or from the National Association of the Deaf Branch Office, 445 North Pennsylvania Avenue, Indianapolis, Indiana 46227.

The Cincinnati Convention

The call to convention is an act to make the convention official. It must be understood, however, that this convention by its very nature will be different. It will be the **Centennial Convention**—certainly a milestone in the history of deaf people in the United States. It has been for the last four years the highest priority item of the NAD in terms of planning. Gary Olsen, Assistant Executive Director for State Affairs, has had responsibility of overseeing the countless details of planning for the convention through his Centennial Convention Policy Committee. A series of bulletins relating to the convention will be published until June. These bulletins will provide comprehensive information concerning the program, exhibits, workshops, entertainment features, meetings of other organizations serving the deaf, special events and featured speakers. Nothing is being spared to make the Centennial Convention a memorable affair. After all, it is a once-in-a-century event, a time to reflect on the American deaf person's steady progress toward full-class citizenship and an opportunity to plan and dream for another century of even greater accomplishments. Let's all meet in Cincinnati to celebrate!

Board Meeting Notes

The NAD Executive Board met in Los Angeles, California, November 30–December 1, 1979. Some of the actions taken by the board include:

1. The selection of Albert T. Pimentel as Executive Director of the NAD.
2. Authorization for expenditure of necessary funds to make the NAD's computer fully operational in accord with the needs of the Association.

3. Giving the NAD Home Office authority to move into community-related service functions.

4. Increasing the payment of interest on individual and state association loans made to the NAD.

5. Instructing the Executive Director and the Chairperson of the Education Committee to develop strategy and a plan of action to counterattack the Council of Exceptional Children's resolution and P.L. 94-142 in general.

6. Authorizing the Executive Director to plan a reciprocate visit to be made by four Russians.

7. Endorsing Israel's bid for the 1983 World Federation of the Deaf Convention if approved by the International Relations Committee.

8. Postponing indefinitely the hiring of an Assistant Executive Director for National Affairs.

9. Appointing Vince Holmes of Georgia to fill the Region III Board vacancy as recommended by delegates to the Region III Conference.

10. Drafting a resolution to the White House recommending Jack Duncan for the position of Assistant Secretary for Special Education and Rehabilitation in the new Department of Education.

11. Drafting a plan to assist state associations in getting maximum benefit from Section 315 of the Vocational Rehabilitation Act Amendments of 1978.

12. Voting to provide support to the continuation of Research and Training 17 at New York University.

13. Agreeing to accept the proposal for entering a cooperative effort with Masters and Johnson, the Kellogg Foundation, and T.J. Publishers, Inc., to sponsor a Forum on Human Sexuality in St. Louis, Missouri, September 7–9, 1980.

14. Activating all awards as listed in Policy Committee's report.

15. Nominating Alan Hurwitz to represent the NAD on the Board of American Coalition of Citizens with Disabilities.

16. Voting to set up a Council of State Commissions for the Deaf.

Committees

Finance: This committee will be reviewing the total budget for the coming year in March. The proposed board will be sent first to the NAD Executive Board and association Representatives for review, and then again to the NAD Executive Board for its approval. Finally, it will be formally presented to the Council of Representatives during the Centennial Convention for approval. Harvey Corson is the new chairperson of this important committee. Other members are Jess M. Smith and President-Elect Gertrude Galloway. Any correspondence related to the budget should be sent to Dr. Corson at Louisiana State School for the Deaf, 504 Mayflower Street, Baton Rouge, Louisiana 70809.

Laws: This committee headed by Alan Hurwitz has done considerable preliminary work on proposed changes or revision of the Bylaws. By convention time, delegates to all four regional conferences will have provided this committee input on various bills and they will be presented to the Council of Representatives for final action. Dr. Hurwitz's address is: 100 Holley Brook Drive, Penfield, New York 14526.

Resolutions: George Propp has agreed to chair the Resolutions Committee. In order to facilitate the work of this committee, it is suggested that proposals be sent to him for consideration by his committee far in advance of the convention. Time during business sessions will be extremely limited to consider numerous resolutions introduced during the convention. Please send your thoughts, concerns, and reactions to Dr. Propp at: Route 1, Box 4-E, Davey, Nebraska 68336.



HOME OFFICE NOTES

By Albert T. Pimentel

The pace in the Home Office never slackens. A project or two is always pressing. Decisions of various departments within the Home Office require steady attention. Our project in Massachusetts at DEAF, Inc. and our Branch Office with its Centennial planning responsibilities require field trips from the Home Office and daily decisions of one kind or another. When I come up for air and glance at the calendar, another month has slipped by.

The Publishing Division has now changed to a computer system of operations. Along with this transition one encounters numerous problems—bugs in the programs, equipment, etc. Due to these problems, we are still running behind our normal schedule thus delaying book shipments to our customers. We have ordered additional computer equipment, primarily an additional memory board which will enable us to greatly speed up our processing procedure. This equipment is due to arrive the beginning of March so when our new fiscal year begins, we hope to be back on schedule. We currently have one member of the department who will be working two (2) hours overtime every day until we can clean up the backlog.

Royalty payments were made this month. Total amount of royalties is eight thousand one hundred forty-five dollars and sixty-six cents (\$8,145.66) and books on consignment is forty-two thousand five hundred seventy-three dollars and twenty-six cents (\$42,573.26). This is a large semi-annual payout and is indicative of the size of our business.

Our CETA Training Program is fully operational again. Case files have been opened on each of the trainees. This includes completing the necessary paper work for District of Columbia Department of Labor and assessing the goals, potential and barriers to employment for each trainee. Counseling is proceeding where indicated for individual trainees. Patrick Ogbo and Charles Ric-

cio, students at Gallaudet College, are doing practicums with us this semester. We have been most fortunate with the quality of the practicum students assigned to us from Gallaudet. Training is well under way with the trainees. Most of them have mastered the basics of zip coding. They are now capable of contributing in completing large mailings. A number of mailings have been completed. Several of the trainees are progressing well with operation of the Cheshire labeler. Four additional trainees will be employed within the week. We are awaiting word from the President's Committee on Employment of the Handicapped in relation to our bid to do the mailing for their annual meeting. We are again assisting the American Cancer Society in preparation for their fund raising drive. These projects provide our trainees with varied work experience and enables us to better provide financial support to the program.

Our Communicative Skills Program has been very busy lately. Mel Carter and Ella Lentz have been meeting with an outside consultant to develop a questionnaire for the National Survey of Sign Language Programs and Instructors. We need to continue to involve CSP in assessing, in monitoring and in promoting quality programs in sign language.

Mel has been in California for a few weeks directing a Sign Language Training Workshop for Mental Health Professionals. Involvement in this type of training program, beyond providing a needed service, provides input to CSP on specialized training needs and related materials requirements for use in other areas of the country. While in California Mel, along with Ella, conducted a workshop for Region IX Sign Language Instructors. Both staff members additionally spent considerable time in reviewing new materials under development by various individuals for possible NAD publication.

Also underway by the CSP office is

the planning for the third National Symposium on Sign Language Research and Teaching, which will be held in Boston, Massachusetts on October 26, 27, and 28, 1980, at the Boston Park Plaza Hotel. In preparation for the Symposium we have completed work on the valuable proceedings from the first two symposiums in Chicago and San Diego. We expect to have those manuscripts at the printers soon.

The NAD Legal Defense Fund office continues a number of activities, three of which may interest our readers. The NAD LDF filed a suit in Illinois to force provision of interpreting services to a deaf person at the Illinois Institute of Technology. The lawsuit was filed against both the Technical Institute and the Illinois Department of Vocational Rehabilitation. This suit has far-reaching implications, intending to clarify which agency has responsibility for providing interpreting services, an agency that is a federal recipient under Section 504 or a vocational rehabilitation agency through its case service funds, when a deaf person is a client of the vocational rehabilitation agency but attending a program at a school covered by Section 504. The federal RSA Commissioner has issued confusing guidelines that do not pinpoint responsibility. The court has issued a temporary order requiring both the Illinois V. R. Agency and the Institute to share interpreting costs until the court issues a ruling.

The State of Montana was the site of another NAD LDF victory where a complaint had been filed on behalf of a deaf couple who had been requesting that their County Welfare Department install a Telecommunications Device for the Deaf (TDD). The County refused despite the fact that the deaf couple had a foster child and needed to have telephone access to the Welfare Department. When the County found themselves facing a loss of one million dollars in Revenue Sharing funds, they quickly agreed to install a TDD. The issue and the County decision received good newspaper coverage.

In Cleveland, Ohio the NAD LDF won an agreement from the Post Office to install a flashing light warning system to protect deaf postal workers. We trust that our readers note that these actions occurred in Illinois, Montana and Ohio.

(continued on page 23)

Announcement for NAD Office
For President-Elect
LAWRENCE FORESTAL
Millburn, New Jersey

For Election in Cincinnati 1980

Announcement for NAD Office
For President-Elect
T. ALAN HURWITZ
Penfield, New York

For Election in Cincinnati 1980

Announcement for NAD Office
For Secretary-Treasurer
DAVID W. MYERS
Baton Rouge, Louisiana

For Election in Cincinnati 1980

**NATIONAL ASSOCIATION
OF THE DEAF**

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Mrs. Martin V. Atchison	Texas
Peter Baker	Kentucky
Andrew M. Bardos	Florida
Mrs. Jean Bentley-Ask	Wisconsin
David S. Birnbaum	Washington, D.C.
Virginia Borggaard	Maryland
Joan Borinski	Massachusetts
Ms. Mara Bowlin	Vermont
Mr. and Mrs. Lewis R. Cantwell	Virginia
Liz DeMarco	Maryland
Keith C. Drown	Idaho
Katherine Fincher	California
Albert Fletcher	Maryland
Thomas Lee Fleuret	Arizona
Jay T. Frankel	Maryland
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Mr. and Mrs. Richard K. Johnson	Maryland
Carole Kazmierski	Illinois
John Kennedy	New York
Cheryl Kent	Virginia
Mr. and Mrs. David Killam	Nebraska
Milton Kreif	Wisconsin
Donald LaRock	New York
Elizabeth J. Laschinger	Ohio
Nancy Latimer	Kentucky
Mona K. McCubbin	Georgia
Johnetta G. McZegle	Missouri
Beatrice E. Morgan	Kentucky
Pat Morrison	North Carolina
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Helen Frances Yeargan	North Carolina

Affiliated Member

Deaf & Hard of Hearing Counseling Services, Inc.	Kansas
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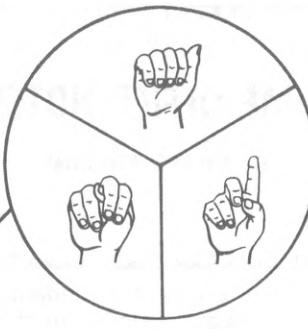
Contributions to NAD

Mr. & Mrs. David L. Christenson	\$250.00
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Contributions to Halex House

Charles Knowles	
Mr. and Mrs. Ernest L. Whisenant (In memory of Dorothy Caswell)	
The following in memory of Carol Dorsey: Mr. and Mrs. George Babinetz, Mr. and Mrs. Stephen Brenner, Mr. and Mrs. Harvey Goodstein, Mr. and Mrs. Lawrence L. Peterson, Mr. and Mrs. Ernest L. Whisenant—	
Total	\$210.00

The following have contributed to Halex House in memory of Frederick C. Schreiber: Byron B. Burnes, Mr. and Mrs. George Babinetz, Gerilee Gustason, Carol Norris, Esther Zawolkow, Dorothy P. Polakoff, Mr. and Mrs. Stephen Brenner, Valley of the Sun RID, Louisiana Association of the Deaf, Inc., Mr. and Mrs. Hyman Kaplan, Mr. and Mrs. August Herdtfelder, Mr. and Mrs. Gaylord Stiarwalt, Mr. and Mrs. Harvey Goodstein, Mr. and Mrs. Clyde J. Norton, Pennsylvania Society for the Advancement of the Deaf, Inc. Total	\$795.00
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COMMUNICATIVE SKILLS PROGRAM

CAREERS FOR DEAF PEOPLE IN THE SIGN LANGUAGE FIELD (PART TWO)

Last month, in the January 1980 issue of *Deaf American* we discussed some existing, and possible, careers for deaf people in Sign Language related to programs for teaching adult non-signers and research in Sign Language. The purpose for these two articles is to suggest some potentials of a job market for deaf people, especially if they acquire training in Sign Language and/or in teaching Sign Language. Our project, National Consortium of Programs for the Training of Sign Language Instructors, has one goal related to the development of job markets for deaf people, so that the people who get training will get jobs. We are listing the jobs we are aware of as being existing and/or possible. We are aware there are other jobs we may have overlooked. Also, we know there are other descriptions for the jobs mentioned. We appreciate your writing or calling us to notify us of other jobs or descriptions.

Interpreter Training

It is often mentioned that Sign Language interpreting is a fast growing profession recognized mostly as a result of the Rehabilitation Act of 1973, the Public Law 94-142 (Mainstreaming Law), and other related laws. To meet the increasing demand for better communication, many interpreter training programs have been initiated all over the country. Currently, we find that Sign Language skills are being acquired simultaneously with interpreter training classes. Ideally, Sign Language programs would separate language training from interpreter training. Students would intensively study the language of Sign until reaching a high level of proficiency in receptive and expressive Sign-

ing skills before entering into an interpreting program. The program would then train the fluent signers on the translation process between English and Sign and other things such as: ethics, and how to deal with people from different cultures.

In an interpreter training program, some of the possible jobs for deaf people would be:

Program Coordinator could assume the responsibility for setting up priorities for the training program, scheduling of classes, hiring of instructors, and especially maintaining the timeliness of the courses and/or workshops to keep up with any latest thoughts or information. (S)he should also be familiar with the needs of the interpreting field and the deaf consumer.

Trainer as a deaf person with knowledge of Sign Language and awareness of interpreting could be excellent for teaching courses on translating, deaf consumerism, upgrading skills in signing itself. This position could be full-time with benefits, or part-time teaching speciality courses.

Consultants could be hired from time to time as special guests (with payment of course) to give a talk, help with workshop training, other training such as: interpreting for various kinds of deaf people.

Theatrical/Media Productions

For those deaf Sign Language specialists interested in theatre or media, just like for those "starving artists", the jobs are pretty scarce, but possible. In this era of disability and minority group awareness, more movies, TV shows and plays have deaf characters in them. True, there have been problems of hearing people portraying "deafies" or "dummies". However, we feel confident, with incidents in California and other places, that deaf actors/

consultants/writers and producers are paving their ways for more job opportunities. Groups that definitely hire deaf people as National Theatre of the Deaf, Rainbow's End (television production for deaf and hearing children), place heavy emphasis on exposure of Sign Language. So, a few of the most possible jobs for those with background in Sign Language are:

Scriptwriter/Playwright would presumably require a deep knowledge of nuances and grammar of Sign Language and deaf culture. This person could come up with some excellent scripts or plays with focus on either deaf, hearing, or both audiences. National Theatre of the Deaf has an annual Deaf Playwrights' Conference held at the O'Neill Center in Connecticut where interested playwrights submit their plays, and upon acceptance have them produced. Gallaudet College and National Technical Institute for the Deaf are two of the places where plays or scripts by deaf people could be produced. We could also take note of the possibility of professional productions not related to deafness (i.e. of New York or Hollywood) taking in some scripts by deaf people.

Sign Language Consultant is finding an important position in productions involving deafness in any way. The job of Consultant has different descriptions depending on the needs of the production.

In productions with almost total emphasis on Sign Language, the Consultant would be responsible for checking the naturalness and/or appropriateness of the signed dialogues. The person should be familiar with variations of sign styles (e.g. as used by an old man, teenager, New Yorker, hearing person, etc.) to be able to give specific corrections, examples and instructions.

The consultant who works with productions made for a hearing audience, and/or from a hearing person's point of view (about deafness) has a huge moral responsibility. (S)he could influence the production in many ways, but unfortunately makes no final decisions. The consultant may influence a production in the following ways:

- a.) persuade director to hire deaf actors to play the role of deaf characters
- b.) make adjustments in the whole plot or story, if necessary, to do justice in representing the deaf community
- c.) educate the whole production crew about the deaf community in addition to teaching the appropriate actors how to sign
- d.) direct the actor's signing so that the signed lines may be easily un-

derstood by deaf members of the audience

Translating scripts may be another possible kind of job for the consultant. A translator is very practical for plays and/or scripts that are originally written in another language i.e. English, and for another culture i.e. British (or hearing culture). Two ways a translator could perform the job are:

- a.) decide definite signs and sentences for all the lines before meeting with actors, and then have the actors memorize the translations, making slight adjustments in accordance to his/her signing style or character role, or
- b.) sit down with the actors and have them attempt the translations themselves, then work with them in a way that the translations are their own, yet with good guidance and adjustments made by the translator.

Actor who is familiar with the structure of Sign Language, and the sign variations used by different signers will add a dimension and reality to his/her acting. Several professional deaf actors have commented on how much they have improved their acting by having a structural knowledge of Sign Language. This knowledge contributes to the deaf audience's perception of the plays, TV shows, and/or movies because the audience could have an easier time identifying with the actors.

Deaf Education

Deaf Education is a wide open field. The Federal laws such as Rehabilitation Act of 1973 and P.L. 94-142 (mainstreaming law) and other laws are having a profound impact on job opportunities for specialists in Sign Language (especially those with a background in Education). These laws plus the idea of ASL being tied in with Bilingual Education, when implemented, would require faculty and staff to have a greater knowledge and skills of Sign Language, then ever before.

In our knowledge, there are no Deaf Education Training Program that requires the trainees to have skill background in A.S.L. before proceeding to alternative communication systems, nor to study the structure of that language. Presently, there is a growing number of programs that offer courses for ASL skills and knowledge of structure as electives. While this trend is continuing, jobs are possibly increasing.

Below are some jobs deaf people with intensive knowledge about Sign Language could acquire:

Administrator with policy making responsibilities would deal mostly with

developing communication and education policies for the school, and/or deaf students. With appropriate knowledge and training in Sign Language and Deaf Culture, and with personal involvement in these issues the administrator could contribute greatly to utilizing research information on ASL, English as Second Language methodologies, and bilingual education philosophies in policies, and seeing to it that they are implemented.

Curriculum Developer: This person plays an important role in implementation of school policy on education for deaf students. With a positive knowledge and attitude toward Sign Language, the person could upgrade present curriculum, or create an innovative curriculum, that would focus on the deaf student's right to effective communication in both languages, and to the pursuit of knowledge in area(s) (s)he is attracted to. If the consultant is a deaf person and a member of the deaf community, (s)he could be most effective in developing such curriculum given her/his intuitions and experiences with the needs of deaf people today in education.

Communication Specialist: Like the consultant in theatrical/media productions, the job of the Communication Specialist could have various descriptions, as the duties vary in quite a few schools with this position today. A few possible duties of the Communication Specialist are:

1. taking in students with severe communication problems, be it signing, expressing him/herself, or speech, and give them individual attention in hopes of overcoming the problems.
2. experimenting with new methodologies of teaching language (be it English or ASL, or using Second Language approaches, etc). The experimental project could be conducted with a few students. Then, acting as consultant to the Curriculum Developer a curriculum with new methods of teaching could be designed based on the results of the pilot experimental project.
3. teaching communicative techniques like public speaking, debating, writing various kinds of papers group dynamics communication, television productions, and maybe acting. Confidence in a language helps tremendously in excelling in those, therefore utilizing the language the student feels most comfortable with is mandatory—with encouragement of positive attitude and realistic understanding of the other language. We are talking about ASL and En-

ATTENTION

Bookstores, Schools, Libraries, Rehabilitation Counselors, Teachers, Parents of Deaf Children

The Publishing Division of the National Association of the Deaf has something for each of you. We carry a large number of books on sign language and deafness. All are in stock and ready for immediate delivery. Should you have a question on which book to choose, our experienced staff is ready to serve you.

Take a look at this sample listing of materials—

Schools, Libraries, Organizations, etc...

<i>A Basic Course in Manual Communication</i> —top selling sign language manual by T. J. O'Rourke.	6.95
<i>American Sign Language: Lexical and Grammatical Notes with Translation Exercises</i> , H. Hoemann.	
Discusses the principles and factors involved in teaching and learning American Sign Language.	4.95
<i>Identity Crises in Deafness</i> , Schowe. A deaf man discusses the inequality of treatment accorded to the deaf.	5.95
<i>Sign Language Flash Cards</i> , H. Hoemann. 500 cards to help build an extensive sign language vocabulary.	7.50

Rehabilitation Counselors

<i>Counseling with Deaf People</i> , Sussman & Stewart. Discusses major areas of concern facing counselors of deaf people.	4.50
<i>Education and Rehabilitation of Deaf Persons with Other Disabilities</i> , Schein. Discusses education and rehabilitation programs for the mentally retarded deaf-blind, and severely handicapped deaf people.	4.50
<i>Deaf Evaluation and Adjustment Feasibility</i> , Watson. Principles, procedures and techniques proven valuable in vocational rehabilitation of deaf persons are discussed.	6.50

Teachers

<i>Alphabet Posters</i> . 23" x 25½" poster depicting the manual alphabet	2.65
21" x 25½" color poster featuring unique characters performing each letter of the manual alphabet.	2.50
<i>Games and Activities</i> , Royster. Contains 42 games designed to help the student become more fluent in sign language.	3.50

Parents of Deaf Children

<i>For Parents of Deaf Children</i> , Naiman & Schein. Two well known researchers discuss problems parents of deaf children will face and how to solve them.	6.95
<i>Deaf Like Me</i> , Spradley & Spradley. A first hand story of a family's struggle to break into their deaf child's world.	7.95
<i>Deaf Children in Public Schools</i> , Katz, Mathis & Merrill. Written in a question and answer format this book covers many of the things parents ask.	3.95
<i>Will Love Be Enough?</i> , Pahz. This is a fictional account of one mother's struggle to help her deaf child from becoming a stranger within the family. Although the characters are fictional, they are based on research findings which are described throughout the narrative.	2.00
<i>They Grow in Silence</i> , Mindel Vernon. The authors discuss problems the deaf child and their parents must face, including parents reaction to deafness, causes of deafness, etc. . . .	6.50

Why not send for our free catalog with a complete listing of more than 300 titles. The catalog also includes all information necessary for ordering and an order form for your convenience.

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glish. If the student has other language(s), the same should be applied.

Sign Language Instructor for Teachers and Parents of Deaf Students: The presence of this position in an education program for deaf students will contribute intensively to implementation of the appropriate policy. The (gradual) increase of skills in Signing by parents and teachers can help increase the student's self-image. Also, it is essential for the teachers (deaf or hearing) to receive continuous feedback on their signing and knowledge of ASL in order to keep up their quality instruction for deaf students. A full-time deaf person with Sign Language instruction skills, knowledge of teacher's and parents' needs and feelings would be an excellent model for this.

This completes our two-month article on careers for deaf people in Sign Language. Like we mentioned way back, if you know of other jobs or descriptions, we would appreciate your sharing them with us.

Foreign Language Teaching and Second Language Teaching: What's the Difference?

Did you ever realize that teaching a language as a *foreign* language is quite different than teaching it as a *second* language? Let's take our immediate

language, American Sign Language . . . If we teach it as a foreign language, we would expect the students to have very minimal real life contacts with the deaf community. We would teach the language as a language for the primary purpose to enrich the students' perspectives of the world and another culture. Most of the student's signing experiences would be limited to books, and role-playing in classrooms. This kind of teaching would be fine for places that have very few or no deaf people who sign.

On the other hand, teaching ASL as a *second* language means that the students are to face using the language in real life situations often. Examples would include: Rehabilitation counselors, parents and siblings of deaf people, teachers of the deaf, office workers, and friends of deaf people. The teaching methodology for these students differs from those who are learning the language as a foreign one.

Second language teaching methods probably will focus more on survival vocabulary and grammar such as directions, commands, questions, and turn taking behaviors and necessary cross-cultural training. While foreign language methods probably will be more structural building the course from the simple vocabulary, and grammar to the more complex, with an occasional discussion of the behavior patterns and attitudes of the culture and community.

Interesting??? Well, our next National Symposium on Sign Language Research and Teaching will have as its theme: "Teaching ASL as a Foreign/Second Language"

... So get your savings filled for this third exciting and educational Symposium sponsored by six well-known institutions: National Association of the Deaf, Salk Institute for Biological Studies, Gallaudet College, National Technical Institute for the Deaf, Northeastern University, and California State University at Northridge. The chosen site is beautiful Boston, Massachusetts, and our host hotel is the Boston Park Plaza. This all takes place October 26-30, 1980. Formal announcements will be going out soon. Look for them!

S.I.G.N. PARTICIPATES IN THE NAD CENTENNIAL CONVENTION!

Sign /nstructors Guidance Network, the professional organization for Sign Language instructors, will take part in the upcoming NAD convention during the week of June 29—July 5, 1980. Workshops, meetings for members, and a SIGN evaluation will occur. This will be a golden opportunity for instructors to gather and exchange experiences, viewpoints, and to acquaint themselves with the latest trends or news in this profession. Mark your calendars!

HOME OFFICE NOTES

(continued from page 19)

Sometimes for lack of publicity the NAD LDF Program is incorrectly perceived as a mostly Washington, D.C. area activity.

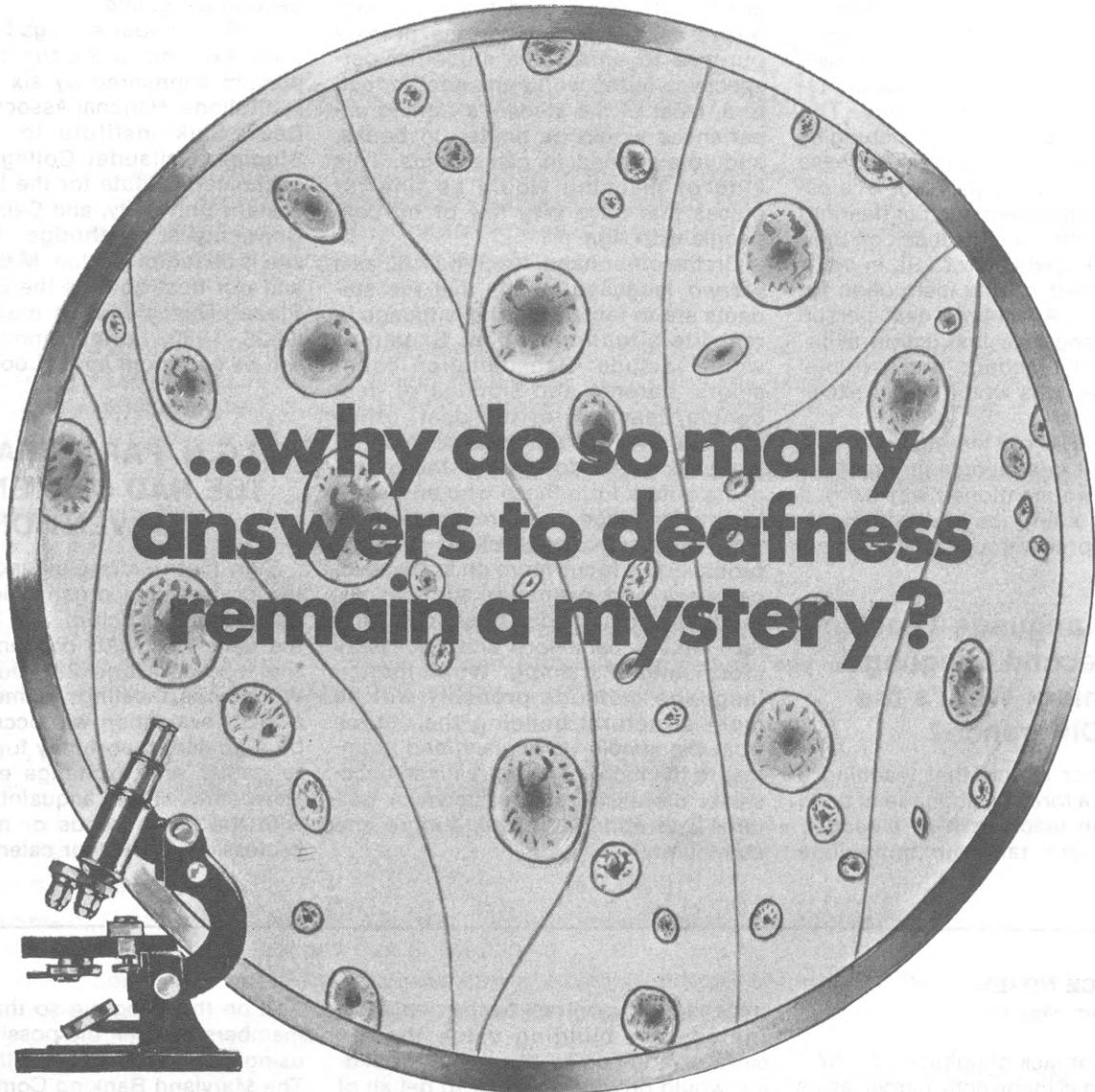
Last month we mentioned that we were obtaining engineering reports on modifying Halex House to make it accessible. It seems that the more we investigate this possibility, the more complicated it becomes. Now we are informed that a major renovation of the type we have in mind would also require bringing the building up to current building code requirements. Among other things, this would require enclosing our stairways to meet current fire code standards. The cost of an elevator, enclosing the stairwell and redesigning the entrance could cost in excess of \$200,000. Another alternative would be to build an additional barrier-free office extension on our parking lot connected to the original building. This suggestion would at least give us added rent productive square footage for the dollars

expended, in contrast to the negligible increase in building value that an elevator addition to the existing building would provide. In order to get all of the alternatives in hand, we are also looking into relocation possibilities. While there is no immediate urgency to reach a decision, inflation is making whatever we eventually decide to do more costly as we defer a decision.

We are pleased to report that the Maryland Bank Commissioner has given verbal approval to our application for a State Chartered national credit union. We anticipate transmittal of the actual charter soon. Actual establishment and operation of the credit union will be deferred to sometime after the Centennial Convention in order to keep current priority activities within manageable limits. Some preliminary planning will commence with the assistance of individuals outside of the Home Office staff until we can bring the credit union into actual operations. We will be developing and sharing more information on this program so that all of our members can see the possible value of using this new service to their benefit. The Maryland Banking Commissioner's evaluation of our application was a lengthy and thorough process. We are glad that their examination of our overall situation was complete and gratified to have received this vote of confidence in our Association.

As we approach the countdown for the Centennial, we are hearing from many people who are planning to be with us in Cincinnati. The sense of excitement is much in evidence here in the Home Office and out in the many places we visit in conducting NAD business. Another detailed Centennial Bulletin is in preparation for April. It is time to be getting your hotel reservations in. I am looking forward to this once-in-a-lifetime experience and the pleasure of seeing the greatest number ever of NAD members assembled together to work, play and celebrate this auspicious occasion.

THROUGH A MICROSCOPE



Nerve deafness: The commonest. The hardest to answer.

The causes: Genetic deafness—what chromosomes are the keys? How can medical science heal what is flawed, or supply what is missing?

Other deafness at birth or in childhood—how can we protect against a damaging element in a drug? Or respond to viruses which can deafen? Meningitis and rubella are easier now. We must attack the others.

The responses: What kind of screening will identify the deaf or hearing-impaired child earliest and most accurately?

What kinds of reinforcements will best help children to win the confidence that comes from knowing what it is to hear? And to speak in the hearing world.

Basic science, medical treatment, technology and dedication. This is what ear research is all about. And the deaf community is the reason for it.

14 MILLION AMERICANS are partially or totally ex-communicated from the sounds of life. And 2 million of us are profoundly deaf. Yet, year after year, lack of funds leaves many highly important research projects undeveloped.

DARKLY...

...where does hope for the deaf start?

● **Only through research** will the mysteries of deafness be solved.

● **The Deafness Research Foundation** is the only national voluntary health organization committed to furthering research on the causes, treatment, and prevention of deafness. To accomplish this, we seek contributions, small and large, and we turn every dollar into funding for the DRF grants.

● **Public contributions** go directly and fully to research itself. The Centurion Club—an organization of 1600 physicians, scientists, and audiologists—devotes its entire annual dues to meeting the full operating expenses of the DRF.

● **Your contributions** provide the starting money for the most promising new research on deafness in the United States and Canada. Few of the research projects have any other

significant financial support at the time of their first DRF grant. But from the quality of the research that the grants help initiate, major future answers will come.

● **The need of the scientists and research physicians** for this DRF support is severe. So is the DRF need for much greater public support to fund their research, with this concern fired by one major fact: Because of limited DRF dollars, each year twenty or more highly important studies remain without grant support, and cannot begin.

● **But larger support will come.** And there is a beauty in the thought that a major part of this new supporting team may be among the community of the deaf.

It was for their future that the DRF began.

The National Association of the Deaf and the American Academy of Otolaryngology sponsor the National Temporal Bone Banks Program of the DRF.

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DEAFNESS RESEARCH & TRAINING CENTER

Upgrading Workshop For New York Interpreters

Dr. Nancy Frishberg and Ms. Linda Annala recently completed a series of four three-hour upgrading workshops for New York City area interpreters. The workshops met on four Tuesdays in October. Eighteen New York metro area interpreters participated in a first come, first served sign-up basis.

During the first session the participants took four or five sentences from a single videotaped story and "glossed" it. Glossing refers to the naming of each sign as it occurs. Each sign is given a consistent name with no concern given to whether or not the running gloss sounds like English. The video text was signed by 15 deaf individuals in order to illustrate how meaning is conveyed or described by different people. The goal of the exercise was to recognize different signs as they occur and to recognize how meaning is conveyed by different phrasing, wording and spatial arrangements.

During the second workshop, participants viewed a Charlie Chaplin film. As a first exercise, each person retold the story in ASL. Then, while viewing the film a second time, each participant narrated the film in English. Finally, there was a discussion of what had transpired. These exercises simulated voice interpreting as a task by providing oral accompaniment to a visual message. This technique allowed for a balance of the differences between the participants' ASL skills.

The third workshop session brought into greater focus the skills and techniques of Ms. Linda Annala, the workshop co-instructor. During this workshop the participants viewed two texts, one on videotape and the other performed live by Ms. Annala. Participants divided into two working groups and practiced voice interpreting each text again and again to come to an understanding of the stylistic and grammatical features present in each text. Each



Oleg Chubais, Chief Producer and Director of the Moscow Theatre of Mime and Gesture, recently visited the Deafness Research & Training Center. He is seen here with Dr. Nancy Frishberg, Director of Sign Language Research.

Soviet Playwright-Director Visits Deafness Center

Deafness Center personnel had an unusual opportunity to exercise their communication skills while playing host to a visitor from the Soviet Union. Mr. Oleg Chubais, chief producer and director of the Moscow Theatre of Mime and Gesture, recently arrived in New York for an extended stay. He will be studying English while working for UNESCO and conducting research for a book on Deaf Theatre.

Mr. Chubais has worked with the Moscow Mime Theatre for approximately three years during which time he has produced more than 30 plays for its company of deaf performers. He has also written a number of mime plays. Before working with the mime theatre, Mr. Chubais served as director of concert programs for the Russian Society

for the Deaf, staging musical and pantomime performances. He has also been a faculty member at the Moscow Institute of Culture, teaching in the Masters Program in Acting.

Mr. Chubais' English is limited and his familiarity with sign language restricted to Russian signs, so his conversation with Dr. Nancy Frishberg and Mary Beth Miller was both entertaining and educational. Mr. Chubais saw a videotape of a performance by the National Theatre of the Deaf, a group with whom he is acquainted through his friendship with actor Bernard Bragg. Mr. Chubais plans to visit theatre groups and schools with drama departments for hearing impaired students. He also promised to return to the Deafness Center for further discussions.

group worked the texts through line by line giving particular attention to specialized vocabulary of each text—one a linguistic text, the other the Bible.

Text analysis of folk art from deaf culture and of an unfamiliar narrative were used in the final workshop. The task here was to concentrate on the choice whether or not to use voice and the appropriate counterparts to sign-mime elements. As a closing exercise, Ms.

Annala related a recent event incorporating characteristics reviewed in the previous three sessions.

Ted Siedlecki, a workshop participant and member of the New York Metro RID evaluation team, stated that the workshop was informative, useful and necessary. He feels that the RID will request a continuation of these workshops and hoped the series might be of longer duration.

Deafness Center Advisory Council Meets

For the first time in 10 years, the National Advisory Council of the Deafness Research & Training Center met without one of its distinguished members. Frederick C. Schreiber died September 5, 1979. The Council memorialized his loss by observing a moment of silence. Council Chairman Craig Mills noted that his presence would continue to be felt by those present as well as by professionals in the field of deafness nationwide.

Advisory Council members attending the October 30-31 meeting were Dr. Mills, chairman and former Director of Vocational Rehabilitation for the State of Florida; Mrs. Elizabeth Anderson, president of the National Rehabilitation Association; Glenn B. Anderson, coordinator of LaGuardia Community College's Continuing Education Program for Deaf Adults and a recent graduate of NYU's Deafness Rehabilitation Program; Ben W. Barker, director of Voca-

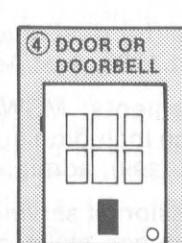
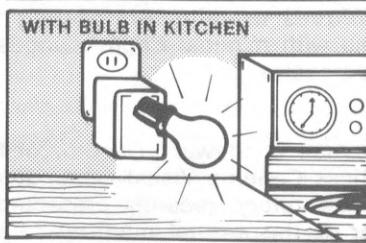
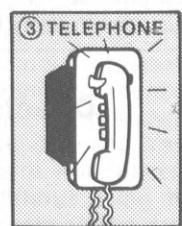
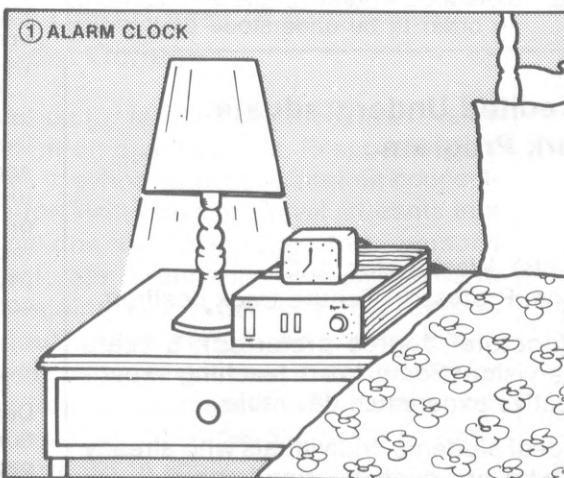
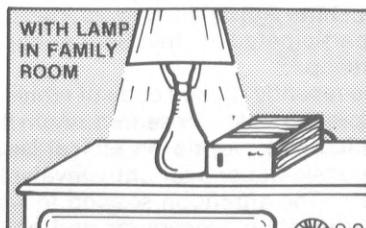
tional Rehabilitation Services for the State of Delaware; Dr. John Gavin, director of Molecular Biology at Miles Laboratories; Dean Daniel E. Griffiths of NYU's School of Education, Health, Nursing and Arts Professions; Robert Menchel, employment opportunities analyst at NTID's National Center on Employment of the Deaf; Ms. Diane Owens, a second year graduate student in NYU's Deafness Rehabilitation Program; Dr. Joseph Piccolino, assistant director of the New York State Office of Vocational Rehabilitation; Albert Pimentel, acting executive director of the National Association of the Deaf; Anthony Spinelli and Stanley Sadofsky of New York's Office of Rehabilitation Services; and Patricia Tomlinson, coordinator of New Jersey's Services to Deaf Clients.

At Tuesday evening's business meeting, reports were given on the following Deafness Center's projects: the Deaf-

Blind Assessment Project, the Texas Curriculum Evaluation Project, the National Interpreter Training Consortium, projects on Vocational Evaluation of Deaf VR Clients, the Integral Theatre Foundation Project and the Berger Deaf Scholars Program. Dr. Jerome Schein, director of the Deafness Research & Training Center, was joined by Dr. Doris Naiman, director of the Deafness Rehabilitation Program, and staff members Linda Thiel, Nancy Frishberg, Ron Hamilton, Frank Carden and Mary Beth Miller, who were present to discuss their respective research and training activities.

Wednesday's sessions were devoted to explanation and discussion of training programs (Dr. Carden), the Visual Communication Laboratory (Dr. Alan Stewart) and research in Linguistics (Dr. Frishberg).

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St. Paul TVI Site Of Interpreter Training Conference

Dr. Nancy Frishberg and Ms. Sarah Young attended the first Conference of Interpreter Trainers held October 4-6, 1979, at Technical Vocational Institute in St. Paul, Minnesota. The conference, sponsored by the Council of Directors, the NITC and the National Registry of Interpreters for the Deaf has as its objectives: the development of a model for special interest groups within the NRID and petitioning the NRID to accept the Interpreter Trainers Special Interest Group, the development of guidelines for the certification of interpreter trainers and opportunities for professional development of workshop participants.

The conference organizers plan to put together a catalogue of interpreter training programs as well as publish conference proceedings.

The conference consisted of several workshops including "Teaching Effectiveness," "English for Interpreters," "Reverse Interpreting," "Interpreting vs. Translating," "Code of Ethics" and "Linguistics." The linguistics workshop was directed by Dr. Nancy Frishberg, director of the Manual Communications Program at the Deafness Research & Training Center.

Discussion also centered on the problems of affiliation, the relation of sign language interpreting to foreign language interpreting and the need for interpreting to be viewed as a profession. A committee established to study this issue met in early December.

First National Oral Interpreting Workshop Held In St. Paul

Approximately 75 people attended the first National Oral Interpreting Evaluation and Certification Workshop, held at TVI in St. Paul, Minnesota, October 25-27, 1979. Of those, 50 took part in the evaluation and certification procedure. Deafness Center Aron Teel, interpreter trainer, attended the workshop as a representative of the NYU NITC. The workshop, to which attendance was by invitation only, was co-sponsored by the Alexander Graham Bell Association for the Deaf, the National Registry of Interpreters for the Deaf, Inc. (RID), and the National Technical Institute for the Deaf (NTID).

Four rotating workshops were held on Thursday: expressive oral interpreting, reverse oral interpreting, ethical role playing and facial expressions and body language.

The four workshops were in preparation for the actual evaluations leading to certification. A fifth workshop on "how to evaluate oral interpreters" was held for those participants who successfully completed the evaluation process.

The evaluation procedure involves three hearing impaired and two normally hearing people, all of whom are certified oral interpreters. A written examination precedes the oral interview portion of the evaluation. Questions relate to the interpreter's role and code of ethics.

Oral interpreting utilizes natural gestures, facial expressions and a great number of public speaking gestures, such as pointing for emphasis. Numbers are "written" in the air backwards in order to be understood by the deaf

person. Oral interpreters also rephrase words for better visibility on the lips. Speech, speechreading and spelling, either on paper or on the fingers, are also used. Oral interpreters remain neutral in regard to philosophies and methods for teaching deaf children.

Participants at the oral interpreting workshop included representatives from the American Speech and Hearing Association, the Mystic School, the Lexington School for the Deaf, National Interpreter Training Consortium, National Technical Institute for the Deaf, St. Paul Technical Vocational Institute, Clarke School and Central Institute for the Deaf, St. Louis, Missouri.

Deafness Center Staff Activities

On November 6, 1979, Nancy Frishberg lectured at Northeastern University's Psychology Department on the topic of "Lexical and Syntactic Determinants of Hand Preference in ASL." A number of scholars from other institutions in the Boston area attended to lend support for sign language studies currently underway at New York University's Deafness Research & Training Center.

* * *

Ray Parks, Manual Communications Specialist, and Sarah Young, NITC Coordinator, conducted a one-day interpreter upgrading workshop for New Hampshire RID in Claremont, New Hampshire. Approximately 25 interpreters participated in the September 25 workshop.

The recently revised code of ethics for interpreters was presented. Activities included role playing on ethical issues and considerations for entry-level interpreters. The afternoon session focused on certification procedures and on the techniques used in interpreting for people with minimal English-language competencies.

* * *

Dr. Alan L. Stewart, Director of the Deafness Center's Visual Communication Laboratory, recently presented a paper at the annual meeting of the Psychonomic Society in Phoenix, Arizona, on the elimination of visual interference effects in visual masking. An article by Dr. Stewart, "A Nonlinear Integral Equation for Visual Impedance," was recently published in Biological Cybernetics, a result of his continued collaboration with Dr. Simeon M. Berman of Courant Institute of Mathematical Sciences.

Director: CSWE-Accredited Undergraduate Social Work Program

Gallaudet College (for deaf students), Washington, D.C.
Beginning August 1980. Asst/Assoc. Professor. Tenure-track position.

Minimum requirements: MSW (doctoral degree preferred); 5 years post-MSW practice including supervision; Social Work teaching experience (identify courses); administrative experience desirable.

Because of its mission of serving deaf students, individuals who already possess sign language skills or who are deaf (hearing-impaired) are encouraged to apply. Qualified individuals without these skills must be willing to attend an 8-week paid summer orientation program for training in sign language and fingerspelling. Gallaudet College is an Equal Opportunity Employer/educational institution.

Send applications to Yerker Andersson, Chairman, Dept. of Sociology and Social Work, Gallaudet College, Kendall Green, Washington, D.C. 20002 by April 1, 1980.

Deafness Center Hosts Visitors From Across the Country

Deafness Research & Training Center staff were busy in October and November entertaining the usual crowd of visitors. Among these were Darol Nance, a former personnel counselor at Deaf Self-Help, Inc., in San Francisco. Mrs. Nance spoke with Dr. Jerome D. Schein, Deafness Center director, about data-collection techniques for computer input, census materials, and placement of hearing impaired graduates of NYU's graduate programs in deafness education and rehabilitation. Dr. Doris Naiman, Director of Graduate Programs, also spoke with Mrs. Nance.

Dr. Richard Kurz met with Deafness Center staff to discuss mental health of deaf adults. Dr. Kurz is the director of St. Louis University's Center for Health Services Education and Research and the Graduate Program in Community Health. He became interested in deafness when his wife gave birth to a deaf child.

Dr. Kurz has organized two conferences related to deafness which are scheduled for this coming winter and spring. The first is a day-long workshop aimed at informing physicians. The second, more extensive, conference is devoted to "Mental Health and Deafness" and will call upon experts in the field from throughout the country.

Consortium To Train Sign Language Instructors

The Deafness Research & Training Center is part of a national effort to standardize the training of sign language instructors. Toward this end, the National Consortium of Programs Training Sign Language Instructors (NCPTSLI) was established. Mary Beth Miller, communication specialist at the Deafness Center, attended the first meeting of the NCPTSLI from October 15-19, in Seneca, New York. The purpose of the conference was to orient coordinators and trainers of sign language instructors to the short- and long-term goals of the NCPTSLI.

The first objective of the NCPTSLI is to set up sign language programs around the country which will teach American Sign Language structure, the teaching of ASL and the evaluation of language skills in a nationally standardized fashion.

The NCPTSLI hopes to establish training programs on the B.A., M.A. and A.A. levels, as well as workshops or ISLI programs similar to the ones sponsored by the Deafness Center. The Consortium will also attempt to develop a certification process for instructors of sign language similar to that process used for certifying regular school teachers. Certification will be through SIGN (Sign Language Guidance Network).

A second conference is scheduled to be held in Knoxville, Tennessee this coming summer. Monographs and

books prepared by the NCPTSLI were distributed to all the conference participants to be read before that meeting. Current sign language instructors will attend as regional representatives, returning home to establish programs along NCPTSLI guidelines.

The Deafness Research & Training Center is one regional representative of the Consortium. Also attending the Seneca meeting were members of the: Psychology Department, Northeastern University; Department of Sign Language Communication, Gallaudet College; Department of Special Education, University of Tennessee; Special Needs Division, St. Paul Technical Vocational Institute; Human Resources Department, East Central University; and Hearing Impaired Program, Gallaudet Extension Center at Johnson County Community College, Kansas.

Seventh Sign Language Retreat Held In Poughkeepsie, New York

The Oakwood School in Poughkeepsie, New York, hosted this year's Intensive Sign Language Institute. Thirty-five people registered and participated in the five-day retreat which was comprised of seven hours of daily classroom instruction in sign language and related evening activities.

On Sunday night, the first night of the retreat, Martin Sternberg, ISLI coordinator introduced the program to the students. He spelled out requirements and regulations, including the "no-voice rule"—students must communicate **only** in sign language for the duration of the retreat. The rule was strictly observed, and many students found it to be the most challenging experience of the week. Among their silent activities, students visited Hyde Park and Vassar College. They ate at a Poughkeepsie restaurant, again without using their voices, ordering meals using signs, mime or gesture in order to make themselves understood. Students also produced a play which they performed for the benefit of the instructors.

The final day of the ISLI retreat was devoted to evaluation of the students' skills which, when compared with their initial scores, showed a marked improvement. The students in turn evaluated the retreat, responding enthusiastically.

The Deafness Research & Training Center's ISLI have been in existence for seven years. Four one-week courses and one week-long retreat have been held each year since 1972. ISLI retreats have also been conducted in other states, twice in Connecticut, twice in New Jersey, and once each in Oregon

Counselor Educator: The Department of Counseling at Gallaudet College

Anticipates a tenure-track position for fall, 1980 (subject to available funding), salary and rank dependent on qualifications. Responsibilities include teaching graduate courses in school and rehabilitation counseling with the deaf, advising and supervising master's level students in a highly selective program. Applications are encouraged from persons who: (1) possess a relevant doctorate, preferable with emphasis in counselor education, (2) have training and experience in providing counseling services to deaf individuals (preferred), (3) be fluent in simultaneous communication (preferred), (4) show evidence of or promise for conducting a sustained program of original research. Because of the nature of Gallaudet's mission of service to deaf people, qualified hearing impaired individuals are encouraged to apply.

Application deadline is March 31, 1980. A letter of application and current resume should be sent to: Dr. Frank R. Zieziula, Acting Chairperson, Department of Counseling, Gallaudet College, Kendall Green, N.E., Washington, D.C. 20002.

Gallaudet College is an Equal Opportunity/Affirmative Action Employer.

Model Blossoms Into Football Power

Florida, 7-3, Rates Over Model With Perfect 9-0 Record As National Deaf Prep Football Champion; Manning, Wade and Westermann Honored; Georgia Upsets North Carolina and Alabama; Indiana Beats St. Rita in Seven Overtimes

By ART KRUGER, Sports Editor

2835-F Hilliard Road, Richmond, Virginia 23228

The Model Secondary School for the Deaf Eagles of Washington, D.C., stopped the Georgia School for the Deaf Tigers at Cave Spring, 20-0, and the Florida School for the Deaf at St. Augustine demolished Georgia, 50-6. It would have been considerably worse if Coach Tom Clark hadn't chosen to empty his bench in the concluding half.

Of course, these comparative scores did not mean anything. Model had a perfect record in nine games, while Florida ended the 1979 grid campaign with a 7-3 worksheet.

The question arises, did any deaf prep school team in the United States play the caliber of competition that Florida did during the 1979 season? Looking at the schedules of deaf prep schools all over the country, we decided Florida played the most rugged schedule among the country's deaf prep schools.

Florida is a Class A club, but the Dragons played against four Class AA schools and beat three of them. They defeated Jacksonville Trinity, 47-6. Flagler Palm Coast, 28-25, and Baldwin in overtime, 20-19. Incidentally, North Florida Christian of Tallahassee, the Class AA team that tripped the Dragons 6-0 on the night of September 21, was undefeated through its first seven contests.

The Dragons also thoroughly trounced three deaf prep schools, out-scoring them, 129-18. They also demolished crosstown Class A rival St. Joseph's Academy, 44-0, but lost a tough 18-2 game to Hastings on Rain-soaked FSD's home turf early in the season. And the Jacksonville Christians once again headed for the playoffs, thanks to an 17-10 upset victory over visiting Florida Deaf.

Florida was a big strong football team that had 20 seniors playing their final game at Baldwin. Outstanding seniors were Joey Manning (205 lb.) and Bruce Johnson (180) at ends, Michael Dunn (220) at center, Jeff Pawlak (185) and Curtis Brennan (215) at tackles, Fred Palchick and James Langan, both 160-pounders, at guards and two little halfbacks, James Singleton and Randy

Crissman. They all were also defensive standouts. Bill Ford, 210-pound junior noseman, was the other outstanding lineman.

The Dragons had one of the state's best tight ends in "Too Tall" Joey Manning, who was named Art Kruger Athlete of the Year by the Jr. NAD, but Manning did more than just catch passes. His finest skill was his blocking from the tight end position. He blocked many punts and was also an exceptional kicker and tops among deaf prepsters with 21 extra points. Not enough could be said about Joey, yet he has not yet reached his potential. He was an All-State Class A first team selection for two years.

Randy Crissman made a big difference in Florida's football team. Minus Crissman, the Dragons lost two of their first three games. But with him in the lineup, the Dragons won five in a row, scoring a total of 207 points to the opponents' 43. Randy was gone for three weeks because of the critical illness of his father.

One play probably doomed the State Class A 10th-ranked FSD Dragons in a game against Jacksonville University

Christian. On the eighth play from scrimmage, Randy Crissman suffered a broken collarbone.

Crissman carried four times for 53 yards, including a 36-yard run on a 4th and 33 play, before getting hurt. He finished the season with 914 yards, an amazing 9.1 yards per carry on exactly 100 carries, in only six games.

Crissman was not very big (5'5", 130 lb.) but he played like he was. He had really good speed and followed his blockers very well. And Coach George Davis of the University Christian said that if this FSD star running back hadn't gotten hurt, "It might have been a different ball game."

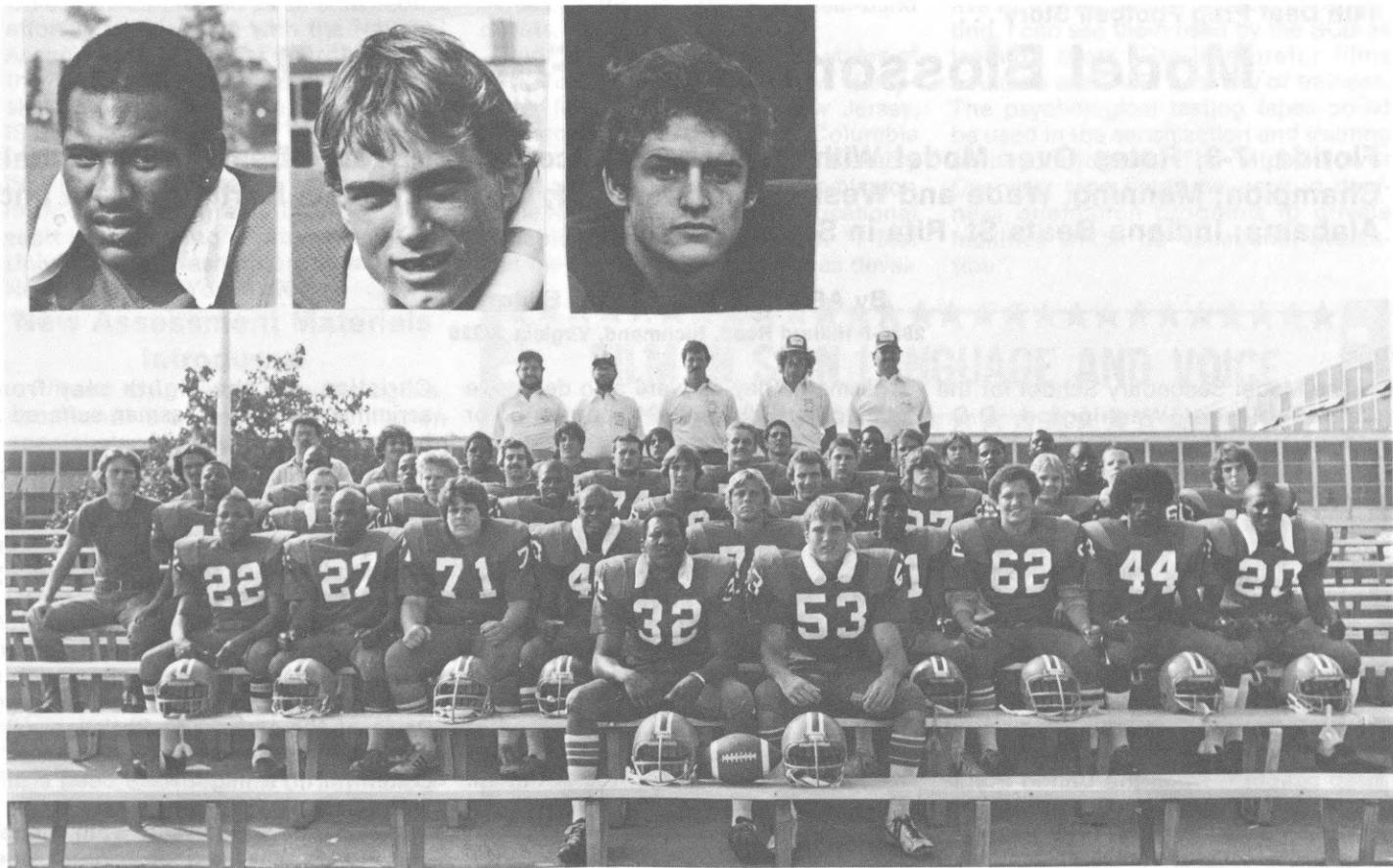
One of our scouts saw both Model and Florida play against Georgia, and he said Florida was by far the superior team. So it's the Florida Dragons, 1979 National Deaf Prep Football Champions.

Three seasons ago when it opened, the Model Secondary School had to recruit its first football team. Today, its students have football fever.

Two major reasons for the Eagles' good fortune were Coach Bob Westermann and player Jesse Wade. Wes-



TWO MAJOR REASONS FOR MODEL'S PERFECT SEASON—Head Coach Bob Westermann and 185-pound 6-2 Senior Tailback Jesse Wade. Westermann was named Deaf Prep Coach of the Year, while Wade was selected Deaf Prep Back of the Year. When Westermann came to Model to organize and coach the Model Secondary School for the Deaf football team three years ago, he was more concerned about learning how to say "hello" and "goodbye" than teaching Xs and Os. Now he has advanced enough in signing to interpret for his players during a reporter's interview. Model struggled to a 3-5 record while Westermann was learning his alphabet and his players were learning to run, pass, block and tackle. Last year Model was a little bigger, quicker and eager to be recognized as a football team, not a group of kids looking for sympathy. Wade, in three grid campaigns, 1977-78-79, scored a total of 310 points on 44 touchdowns in 25 games. Here Westermann meets with Wade during a timeout.



UNDEFEATED AND UNTIED MODEL SCHOOL FOR THE DEAF FOOTBALL TEAM—The Model Eagles are from left to right: FIRST ROW—Jesse Wade and Peter Downey. SECOND ROW—Ron Sistare, Clifton Watson, Terry Visco, Wilfred Overby, Ken Elks, Dwight Alston, Stephen Kotchen, James Smith and Wilton Downs. THIRD ROW—Nick Evans, Lamont Albritton, Lenny Visco, John Jakubowyc, Joey Vincent, Mark Panella, Brian Shoup, Jeff Clark, Chris Schott, Jay Jezerski, and Dean Papalia. FOURTH ROW—Billy Sturgill, Jimmy Carter, Aaron Williamson, Steve Garrett, Walter Gendron, Ron Symansky, Mitch Berger, Steve Sandy, Bill Graves and Bill Goree. FIFTH ROW—Hunter Wilson, Mike Sullivan, Mike Ligon, Dave Dormody, Glenn Turner, Todd Silvestri, Mark Banks, David Doudt, and Sherman Smith. SIXTH ROW—Coach Dick Suiter, Coach Dick Pelletier, Head Coach Bob Westermann, Coach Mike Cashman and Coach Gene Winalski. INSETS are better views of Model's Deaf Prep All-Americans—Jesse Wade (left), Peter Downey (middle) and Ron Symansky (right). Both Wade and Downey are seniors, while Symansky is only a sophomore.

termann came to the school on the Gallaudet College campus in 1977 as a head football coach without a team.

Although the students were eager—45 of the 74 high school boys at MSSD tried out for the team—they knew “absolutely nothing about the game,” Westermann said. “We had to teach them everything.”

To add to his woes, Westermann didn’t know sign language, an obvious necessity at MSSD. But it didn’t take long for him to learn the language. He learned in about a month’s time.

Meanwhile, a superstar was budding for the Eagles. Wade began as the starting fullback, but the position did not display the scope of his talent. When the team suddenly needed a starting tailback, he moved to that position. In his first start as tailback, he rushed for 245 yards and four touchdowns against Congressional High. The Eagles were 0-4 at that point and went on to win three out of the last four and ended the 1977 campaign with a 3-5 mark.

As a sophomore, Wade scored 58 points on 9 touchdowns. Last year as a

junior, he scored 120 points, rushed for 1,178 yards and 17 touchdowns in leading his team to a 6-3 record. This recent season Wade repeated as the area’s leading scorer with 132 points on 18 touchdowns and 12 two-point conversions. He rushed for 1,153 on 167 carries for an average of 6.9 per carry. Called a “power tailback” by Westermann, Wade was a solid 6-2, 185 pounds.

MSSD won all nine games by a combined score of 362-16. The school posted seven straight shutouts, including back-to-back 50-point victories over

Virginia Deaf and West Nottingham private school in Baltimore.

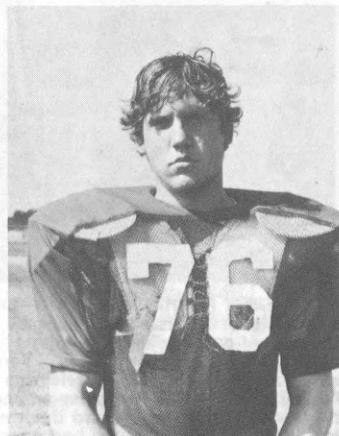
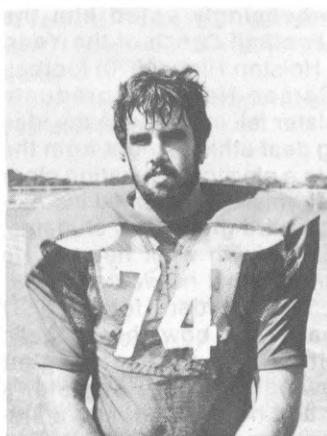
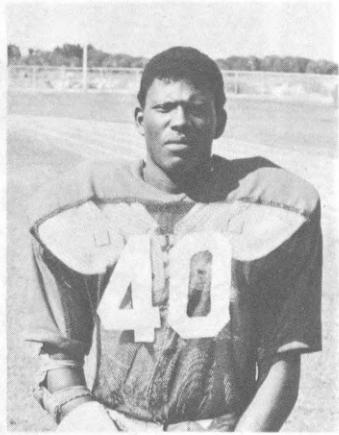
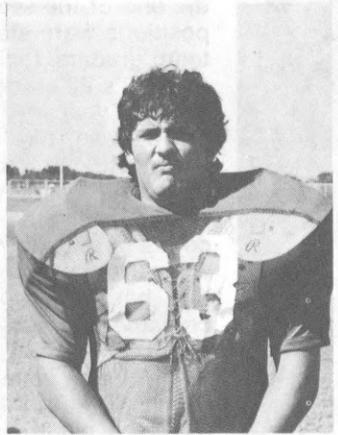
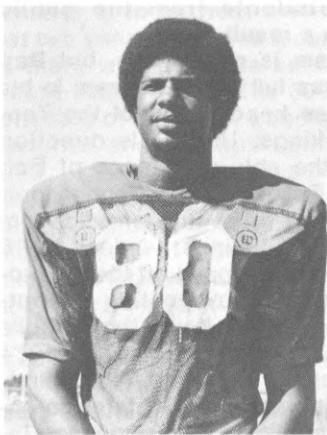
MSSD’s 1979 unblemished record:

MSSD	Opp.
44—West Virginia Deaf	6
28—Maryland Deaf	10
20—Georgia Deaf	0
40—Pennsylvania Deaf	0
26—Maret High School	0
56—Virginia Deaf	0
50—West Nottingham	0
36—Poolesville High	0
63—Miller School	0
362	16

Westermann played varsity football at Hackensack High School, New Jersey, for four straight years from 1965 to 1968 and was All-League linebacker in 1968. He also played football four straight years, 1969 to 1972, for Trenton State College, and was Conference All-Star offensive guard for two years, 1971-72, as well as team captain in 1972. He was elected to “Outstanding College Athletes of America.”

Westermann attended Ohio State University, 1973-74 and received a mas-

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MAINSTAYS OF NATIONAL DEAF PREP CHAMPION DRAGONS—TOP ROW (left to right): 205 lb. offensive and defensive end and Deaf Prep Lineman of the Year Joey Manning (80), 135 lb. tailback Randy Crissman (24), 220 lb. center and defensive tackle Mike Dunn (63), 140 lb. halfback and safety James Singleton (40). BOTTOM ROW (left to right): 210 lb. noseguard and offensive tackle Bill Ford (74), 170 lb. guard and linebacker James Langan (23), 165 lb. guard and linebacker Fred Palchick (42), and 185 lb. tackle and middle linebacker Jeff Pawlak (76). All of them except Bill Ford are seniors. Ford is a junior.

ter's degree in adapted physical education. He served as varsity football defensive coordinator at his alma mater, Hackensack High School, for three years, 1974-76, before being selected from 200 applicants for the MSSD job.

Despite Westermann's knowledge of sign language now, he had kept the offensive simple. Wade left and Wade right behind a good offensive line averaging 190 pounds added up to much of a team average of 40.2 points per game. Tight end Jeff Clark, tackles Terry Visco (215 lb.) and Ron Symanski (220), guards Steve Kotchen and Peter Downey (195) and center Jakubowyc could block with anyone, according to Westermann.

Westermann added that the rapid development of such players as offensive lineman Ron Symanski and backs James Smith who averaged 10.3 yards per carry and scored 100 points on 13 touchdowns, 185-pound fullback Wilfred Overby, and Wilton Downs took some of the offensive burden off Wade. And MSSD had Mark Panella, a deaf prep All-American transfer from the Mt. Airy School at the quarterback position. Although he didn't have outstanding passing stats this recent season, his

contribution to the team was very important. He played the role of "field general," coolly directing the powerful offensive machine.

The leader of the Eagle defense was deaf prep All-American Peter Downey. He led the team in tackles, fumble recoveries and interceptions.

Model, with an enrollment of just over 300 high school students, is the experimental model for the other deaf schools in the United States. The multimillion-dollar, federal funded complex has all the modern equipment in deaf communication and technology.

With players like Wade, Downey, Smith, Downs, Symansky, Overby and Todd Silvestri, Westermann has been able to upgrade his schedule each season. Next year he hopes to become a member of the Virginia-Maryland Independent Conference and also play some games against teams from Interstate Athletic Conference and Metro Conference next year.

This is Bob Westermann, our Deaf Prep Football Coach of the Year 1979. He won this honor over such outstanding grid mentors as Tom Clark of Florida, Ed Mirus of Wisconsin, Dan

Schlafer of Tennessee and Charles Day of Maryland.

Illinois and Wisconsin were good teams with a fine record but not No. 1 nationally. They are 1-2 among deaf prep schools in the whole Central and Midwestern states, with Iowa as the third best team despite its 1-7 record.

Illinois started the year with a bang, winning its first five games, and then injuries started to catch up with the Tigers. They should have finished with a 7-2 record but still had a very good year with a 6-3 worksheet. Now it's 117-73-6 for Coach Jim Bonds in 21 years.

The ISD Tigers had a really top-notch player in 220-pound Wayne Barth who made All-Conference both offensively and defensively at tackle.

Confidence is a great feeling to have, but over-confidence can be deadly. Wisconsin Firebirds found out that fact the hard way as their dreams for an undefeated season and possible postseason playoffs were dashed by Ethan Allen, 24-14, in their season finale. The Firebirds finished the year 7-1 and their 4-1 Indian Trails mark gave them a share of the crown.

Ed Mirus was telling us that he's in his 10th year as a WSD Firebirds' coach, the



DEAF PREP RUSHING LEADER—Larry Rogers, co-captain of the '79 Missouri Eagles, won the national deaf prep rushing title with 1,155 yards on 157 carries for an average of 7.3 yards per carry and scored 13 touchdowns. He was 3rd leading rusher and also in total offense among Class IA in the state. The 1979 220-yard dash and 180-yard low hurdle state champion had excellent speed, and used it to full advantage. Against Indiana Deaf Larry rushed for 239 yards on 16 carries and scored 5 touchdowns.

last two years as head coach replacing the colorful Waldo Cordano. He earned his bachelor's degree in deaf education and received his master's in industrial education at Northern Illinois University. He's been using a cane for several years now because of Hodgkin's disease, a cancer of the lymph nodes. Now it's in the state of regression, but he still has to use the cane.

Mirus, a plumpish man who wears a hat not unlike those worn by fishermen, is proud of his team's record. The Firebirds have won 43 and lost only 9 during the last six seasons. They had an off year last season and went 3-5, but in 1974 and 1976, they had 9-0 records.

Ed Mirus and his assistant, Steve LaFave, added quite a few gray hairs as they had to cope with suspensions, injuries and illnesses. Those types of problems can be catastrophic when there is only one team at the high school level and only 30-35 boys on a team that range from freshmen to seniors.

However, the Firebird freshmen and sophomores matured quickly to ably fill many gaps and give WSD the depth that appeared to be lacking in August. By

the end of the season, 11 of WSD's 22 positions were stocked with ninth and tenth graders. Including the juniors, 15 of WSD's 22 starters should be returning next year.

In a season like WSD this campaign, it is very difficult to cite any one player as the squad's most valuable. All the boys who played blended well and formed a cohesive unit. However, three Firebirds were the stabilizing influence and glue that helped mold and give the team character. Seniors John Falkavage and Mike Ginter and junior Tom Schlotthauer were valuable assets in steadyng the Firebird kiddie corps and gave them the necessary spark and leadership to build a 7-1 record.

As a team, WSD didn't overwhelm its opponents. But it did have a balanced running and passing attack that kept them guessing. One reason for that was the maturation of Jim Ballmer at the quarterback slot. He is a player to be watched next year.

WSD had an unexpected media blitz during the 1979 grid season. We guess WSD's being ranked 7th in the state in its division for most of the season got a lot of people interested in the Delavan-based school. From the articles written, they came away with a good feeling and respect for the skills and abilities of the deaf. **The biggest thrill occurred to WSD when Channel 12 from Milwaukee asked to videotape the Firebird team at practice and its homecoming game against Michigan. They then condensed the tape into a 6½-minute segment on the ABC network program "PM Magazine."** The WSD segment was shown in Wisconsin on October 8 and nationally on November 30. We saw it. From all reports, it was very well received. **WSD even got a couple**

transfer students from the public schools as a result.

Enthusiasm is contagious, but Dan Schlafer was full of enthusiasm in his first year as head coach of the Tennessee Vikings. Under his direction and with the able assistance of Bob Matthews, TSD enjoyed a banner football season, a great turn around from last year. The Vikings, winless in 10 games last year, capped off the rags-to-riches campaign by posting an outstanding 7-3 record. It was the school's best won-loss mark since the 1974 squad went 8-2. **And the TSD's first-year Head Coach Dan Schlafer so impressed his fellow East Tennessee Independent Conference coaches that they overwhelmingly voted him the 1979 ETIC Football Coach of the Year.**

A former Holston High (1970) footballer and Carson-Newman graduate (1974), Schlafer fell in love with the idea of coaching deaf athletes right from the beginning. In a physical education class at Carson-Newman he observed instructors teaching third grade deaf students. He was amazed with what he saw. He knew that that's what he wanted to do.

Likeable Troy Hayden, former TSD football coach and now the school's athletic director, was coaching at Carson-Newman during Schlafer's senior year and helped Dan land a student teacher's position at TSD that spring. Four years later, after serving as an assistant coach at West Greene and Harrison-Chilhowee high schools, Schlafer joined the TSD staff in 1978 and got the head job when Neil Battle resigned.

"TSD is the best place in the world to work and coach," Schlafer says.

Look out, TSD opponents in 1980! The goal for the 1980 team and Coach

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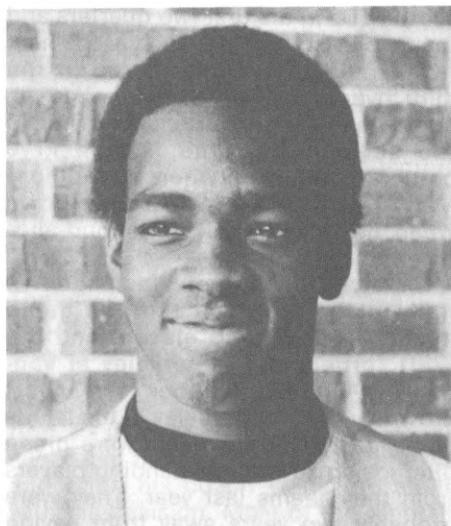
Schlafer is to go from 0-10 to 10-0 in just two years. We think it can be done as there was only one senior on the recent Viking squad. The 30-man team consisted of 6 juniors, 6 sophomores, 3 freshmen and 14 eighth-graders. The 1979 TSD team's leading four players—quarterback-safety Terrell Garrett, tailback-linebacker and ETIC offensive back of the year David Dennis, fullback-linebacker John Johnson and tackle Tony Hunter—are juniors.

Faced with a rebuilding year and the need to replace five offensive linemen and the country's leading scorer last year, Charles Day again did a super job, as his Maryland Orioles posted a fourth straight winning season with a 5-4 record. The MSD Orioles now have won 21 games and lost 11 the last four years.

Below are 1979 season records of deaf prep elevens:

EAST

	W	L	T	Pts.	Opp.
Model (D.C.)	9	0	0	362	16
Maryland	5	4	0	195	133
Mt. Airy (Pa.)	3	4	1	94	180
American (Conn.)	2	5	0	90	133
Virginia	4	5	0	87	156
West Virginia	2	8	0	98	247
Fanwood (N.Y.)	0	6	0	—	—



KENTUCKY'S PREMIER QUARTERBACK—David Hamilton is only a sophomore, but he was the best all-around deaf prep football player in the country.

CENTRAL

Illinois	6	3	0	178	115
Wisconsin	7	1	0	166	87
Kentucky	3	3	1	150	176
Indiana	1	7	0	66	223
St. Rita (Ohio)	2	5	1	84	142
Michigan	0	7	0	8	315

MIDWEST

Iowa	1	7	0	146	275
Minnesota	0	6	0	30	124
Missouri	2	7	0	158	231
Kansas	1	8	0	68	286

FARWEST

Riverside (Calif.)	1	6	0	44	160
Berkeley (Calif.)	2	6	0	22	259
Washington	2	4	0	68	97

SOUTHWEST

Texas	0	10	0	8	470
Arkansas	0	5	0	38	190
Mississippi	1	8	0	70	326

SOUTHEAST

Florida	7	3	0	280	109
Georgia	2	8	0	79	312
Alabama	4	5	0	195	108
Tennessee	7	3	0	173	96
North Carolina	3	6	0	136	227
South Carolina	0	10	0	58	349

Georgia was winless in ten games last year, but the Tigers managed to win two games this recent season by upsetting North Carolina and Alabama.

A shutout win over North Carolina enabled the GSD Tigers to break a 21-game losing streak, and this homecoming game win was the first triumph for Bobby Davis' Tigers since another homecoming win during the 1977 season. It was also the first shutout recorded by the Tigers since a 21-0 win over a high school in 1973. And it was the first time Georgia had defeated Alabama in 33 years since 1946.

It was good to hear that Georgia has decided to keep its football program, despite its losing records the last several years. They will pull out of the re-

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gion (6-A). They need to pick up teams that are more their size. So with their independent schedule of six deaf prep schools and four hearing high schools that are more their size, GSD hopes to improve its record and to get more boys interested in playing football.

The Indiana School for the Deaf Orioles set an IHSAA football record with seven overtimes when they defeated St. Rita School for the Deaf of Cincinnati, Ohio, 24-18, and they had to play the equivalent of two football games before some 500 fans. This was the most exciting game of all 39 interschool deaf prep contests played during the '79 season.

It was 20 minutes past nine after the regulation, and it was almost 10:25 after they finished. Both teams were inside the 1-yard line on a couple occasions. Ohio uses a five-minute time limit, but Indiana permits each team four downs starting on the 10-yard line. The game was played at Indianapolis. The Orioles won the toss in five of the seven overtimes and they elected to take defense all five times. They took defense so they'd know what they'd have to do to win. If they had a kicker they'd have tried kicking. That's what Lynn Frey, a 24-year-old third-year coach at ISD, wrote us.

Both teams missed conversions after each touchdown. The St. Rita Lions

scored TDs in the first two quarters and the Orioles scored one each in the next two regulations. Both scored in the third overtime, tying the score, 18-all, and both made on fourth down. Then in the seventh overtime, Coach Frey couldn't believe it when sophomore Marty Lee scored the final touchdown when he swept right on second-and-nine to score.

History is made when Washington finally played its first football game against a deaf prep eleven, and the WSD Terriers lost to Berkeley at Vancouver. And Riverside took the Farwest crown by beating Berkeley at the later's home turf. All three teams were green after losing several outstanding players from their teams last year. They were probably two years away from having what they term a competitive team.

Following are results of 39 interschool deaf prep games:

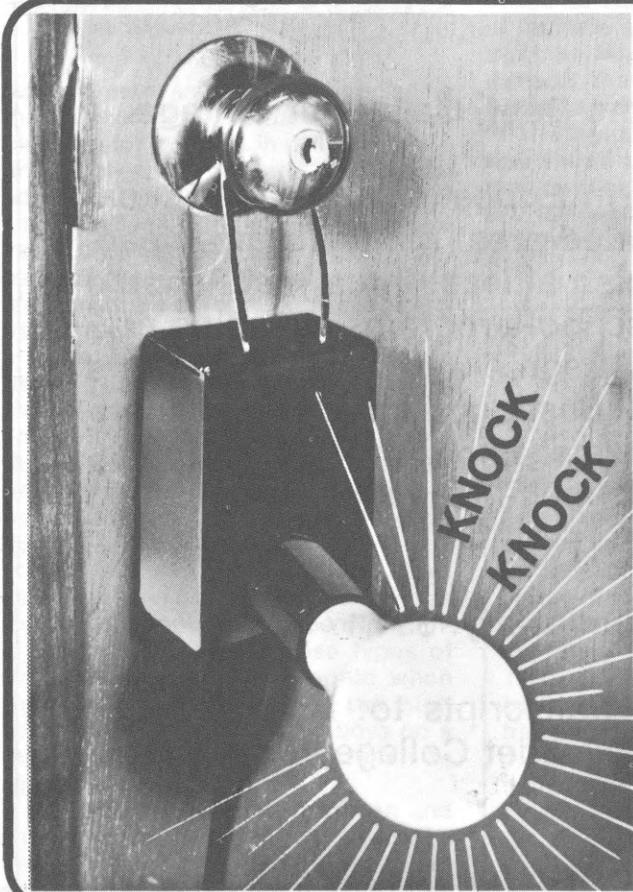
American 6, Fanwood 0
Mt. Airy 26, Fanwood 6
Mt. Airy 8, American 6
MARYLAND 45, AMERICAN 16

Virginia 28, West Virginia 6
Maryland 34, West Virginia 6
Model 44, West Virginia 6
Model 56, Virginia 0
Model 40, Mt. Airy 0
MODEL 28, MARYLAND 10



SUCCESSFUL DEAF PREP FOOTBALL COACHES—Ed Mirus in his second year as head mentor of the Wisconsin Firebirds posted a highly successful 7-1 worksheet. Inset is Dan Schlafer, first-year headman of the Tennessee Vikings who compiled a fine 7-3 record, a big turnaround from 0-10 last year.

Wisconsin 6, Indiana 0
Wisconsin 16, Missouri 10
Wisconsin 32, Michigan 8
St. Rita 12, Kentucky 12 (tie)
Indiana 24, St. Rita 18 (7 OT)



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Kentucky 36, Indiana 12

Illinois 24, Missouri 0
Kansas 28, Missouri 12
Iowa 41, Kansas 20
ILLINOIS 36, KANSAS 6

North Carolina 39, West Virginia 6
WEST VIRGINIA 26, KENTUCKY 14
Maryland 33, Kentucky 6
Tennessee 15, Virginia 6
TENNESSEE 55, KENTUCKY 8
Tennessee 14, Mississippi 6
Alabama 87, Mississippi 12
Alabama 41, South Carolina 8
North Carolina 30, South Carolina 16
Florida 38, South Carolina 6
Florida 41, North Carolina 6
Alabama 21, Tennessee 0
Georgia 14, North Carolina 0
GEORGIA 14, ALABAMA 8
MODEL 20, GEORGIA 0
FLORIDA 50, GEORGIA 6
Berkeley 8, Washington 0
Riverside 14, Berkeley 0

"He's very fast." This is what all opponent coaches said of Larry Rogers of Missouri. He finished the season with 1,155 yards on the ground, two more yards than Jesse Wade of Model. Both Rogers and Wade were the only deaf

prep gridders who rushed for more than 1,000 yards during the '79 season. Last year there were five 1,000-yard rushers and they were Dale Lugo of Berkeley (1,196), Jesse Wade of Model (1,178), Thomas Helms of Virginia (1,043), James Singleton of Florida (1,106) and Oscar Hamilton of Kentucky (1,004).

"He's a smooth natural player." That's what all opponent coaches said of David Hamilton of Kentucky. He's only a sophomore, but he was the team leader and all around football player. He executed the play action pass and option pass very well. Many times he suggested the plays during the time out and often his coach would go along with his decision. Most of the time his calls worked beautifully. Most of the games he called the plays himself. He ran 139 times for 751 yards and 8 touchdowns, and passed 88 times and completed 668 yards and 9 touchdowns. On defense he was the safety and most of the time he could not be fooled by the offense. He read the offense and stopped the ball carrier as he could expect him to run out. That's why he made most of the tackles. It was really too bad he had to play on a very young Colonel team whose players were not mentally prepared for West



TOM KENNEDY OF GEORGIA—Tom deserves to be pictured because he helped Georgia School for the Deaf to two upset wins over North Carolina and Alabama. He was selected as area's The Best 11 of Class A schools.

Virginia and Tennessee games and were flat against them. **Clyde Mohan**, a former Deaf Prep All-American at end from Michigan in 1968 under the late Earl Roberts and a Gallaudet College grad is the new head football coach at Kentucky, replacing Don Belcher.

"He's a hard hitter and really holds the defense together." That's what all opponent coaches said of Dennis Buck of St. Rita. He was very durable and missed only one play all season and that was for an equipment repair. Against Indiana Deaf, Dennis played the entire 7 overtime game without missing a play, and carried the ball 31 times and made over 20 tackles. **He recorded 15 quarterback sacks, tops among deaf prepsters in the country.** Other outstanding QB sackers of the '79 season were Tony Hunter of Tennessee and Eddie Leighton of West Virginia, each with 12. Also Joey Manning of Florida and Anthony Di Nicola of American, each coming up with 11 sacks.

"He's the best punter in the conference." That's what all opposing coaches said of Tom Schlotthauer of Wisconsin. His leg kept Firebird opponents deep in their own territory and got WSD out of deep holes. He boomed 27 punts for a 39.4 average. Other top deaf prep punter was Scott Moxley of Iowa.

Unbeaten Model school posted seven straight shutouts and one of the main reasons was defensive captain and middle linebacker **Peter Downey**. He led the nation with six pass interceptions.

Junior **Stacy Rogers** of North Carolina was the best deaf prep pass receiver. He grabbed 13 passes for an average of 26.0 yards per catch. **Scott Moxley** of Iowa caught 23 passes for



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OUTSTANDING TENNESSEE VIKINGS—Four junior footballers helped the Vikings to post outstanding 7-3 record, a great, a great turnaround from a miserable 0-10 campaign of the preceding year. Left to right are tackle Tony Hunter, tailback-linebacker David Dennis, quarterback-safety Terrell Garrett, and fullback-linebacker John Johnson.

545 yards, an average of 23.7 yards per grab.

Besides Joey Manning, **Kike Doe** of Maryland, a converted soccer player from Africa, was the other top deaf prep kicker. He kicked 17 PATs and two field goals. He also booted 39 times for 1,524 yards for an average of 39.0 yards per kick. Scott Moxley of Iowa was also a fine kicker, averaging 40.6 yards.

All 11 defenders for the National Champion Florida were tough, but the one who was a constant thorn in the side of the opposition was defensive end Joey Manning, so he is our Deaf Prep Defensive Player of the Year for 1979.

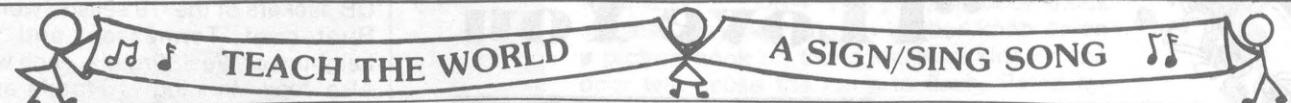
And Jesse Wade of Model is our Deaf Prep Back of the Year. He collected 16 points in his final game of his three-season career as the area high school as well as national deaf prep football scoring leader for the second straight year.

Below are top scorers of the '79 campaign:

Names and School

	G	TD	PAT-1	PAT-2	Pts
Jesse Wade, Model, tb	9	18	0	12	132
Mike Steward, Ala., hb	9	17	0	5	112
James Smith, Model, hb	9	16	0	2	100
Larry Rogers, Mo., hb	9	13	0	3	84
James Singleton, Fla., hb	10	14	0	0	84
Steve Harper, Pa., hb	8	12	0	4	80
Randy Crissman, Fla., tb	6	11	0	2	70
David Dennis, Tenn., tb	10	10	7	1	69
Tom Schlothauer, Wis., fb	8	9	0	7	68
Kike Doe, Md., hb	9	7	17	1	67*
Stacy Rogers, N.C., fl	8	9	2	3	62
Billy Lange, Fla., qb	10	9	0	0	54
David Hamilton, Ky., qb	7	8	0	3	54
Wilton Downs, Model, hb	9	7	0	2	46
Tarrell Garrett, Tenn., qb	9	7	0	1	44
Joey Manning, Fla., e	10	3	21	0	42*
Scott Moxley, Iowa, fb	8	6	6	0	42
Marco Zepeda, Fla., fb	10	7	0	0	42
Buddy Hill, N.C., qb	8	7	0	0	42

*Includes 3-point field goals



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P.S. Florida coach Tom Clark resigned after the end of the 1979 grid season "to spend more time with my family." His main problem is that he can't be a full-time teacher, full-time coach and full-time father at the same time. He has a three-year-old son, Scott, and he wants to spend more time with him and his wife, Harriett. Teaching and coaching both takes up too much time, but someday he'd like to get back into coaching. He is a math-social studies teacher. In two seasons, Clark compiled a fine 15-5 record as the Dragons' head coach. He had been on the football staff four years prior to being named head coach.

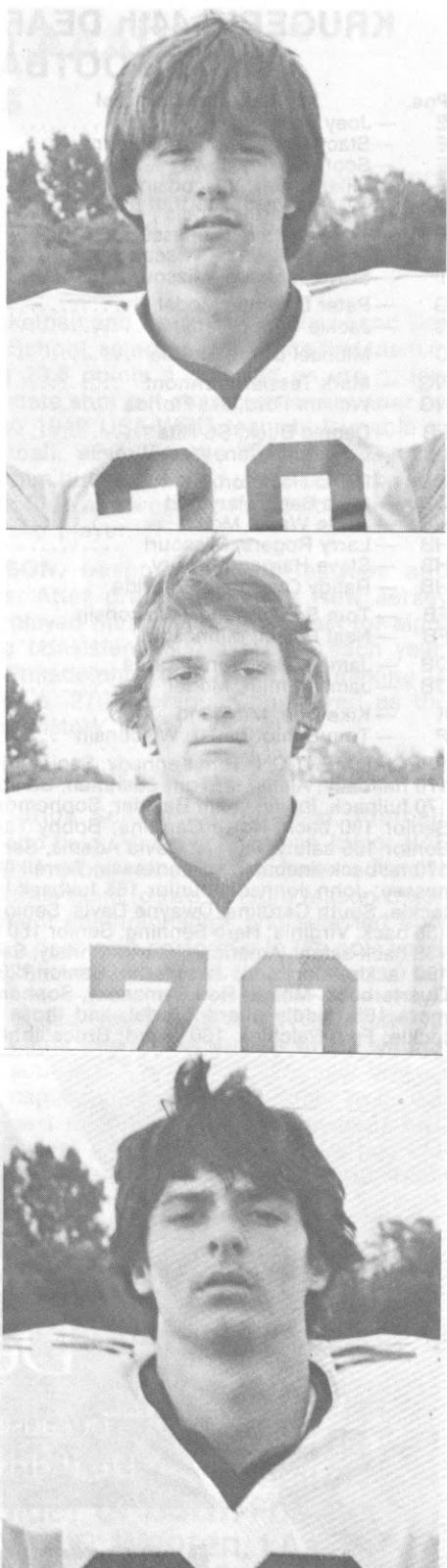
And last month we told you about Mark Tessier. He has been selected on the Vermont All Southern Division All-Star Team, which means he could be selected at a later time to participate on the All-Star Vermont team that plays an All-Star New Hampshire team in the Shrine Bowl at Dartmouth College in the summer of 1980. He definitely carried high the banner of deafness, as well as football skills, right on to a hearing squad.

Minnesota finally had a losing season and was winless in six games. When the MSD Trojans played the strong teams in the conference, they really got up for the games and played well. For example, Randolph High scored two

second-half touchdowns to defeat a "stubborn" MSD eleven, and this win enabled Randolph to finish 9-0 for the season and 6-0 in conference play. And when the Trojans played teams they should have beaten, they looked terrible. However, Coach Ron Mitchell couldn't say enough about the 11 guys that played 48 minutes a game all six games of the year, that all were just super kids and fine athletes. He was really proud of all of them.

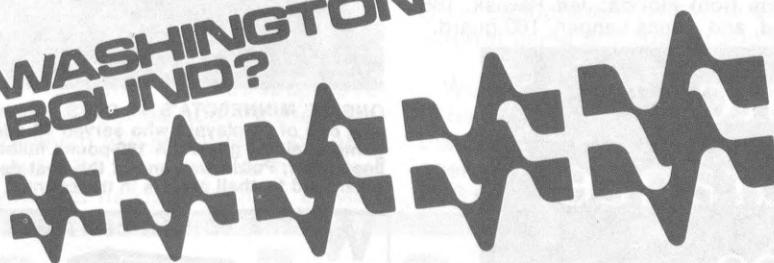
Kenneth Eberle, an assistant coach for several years, replaced Robert Stein as head football coach at our alma mater, the Pennsylvania School for the Deaf at Mt. Airy, Philadelphia.

Roger Davis, also an assistant coach for several years, is the new head grid mentor at Missouri, replacing Bob Alexander. Bob has changed jobs since coming back from California where he attended the LTP class and perhaps is in a better position to devote more time to the 4th National World Games for the Deaf tryouts in track and field, which will be held at Fulton, Missouri, June 17 to 21, 1980. He has assumed the position of student life director and as such is not confined to a classroom on a daily basis. Although he has a substantial responsibility, he is able to devote more time to planning for the trials than otherwise possible.



WISCONSIN TRIO ALL-AMERICAN PICKS—Three members of Wisconsin School for the Deaf's Indian Trials Conference co-championship football team were named to the Deaf Prep All-American team. The Firebird players on the squad were 210-pound junior fullback and middle linebacker Tom Schlotthauer (30) (top) 185-pound senior tackle John Falkavage (70), (middle) and 180-pound senior end Mike Ginter (80) (bottom). All three were also selected to All-Conference first squad and were the major reasons the Firebirds ended the 1979 season with a fine 7-1 record.

WASHINGTON BOUND?



If you are traveling to our nation's capital, plan to visit THE LOOK OF SOUND — a multi-media, walk-through exhibit on deafness and the work of Gallaudet College. THE LOOK OF SOUND is open Mondays through Fridays from 9:00 a.m. to 4:00 p.m. Additional tours can be arranged for persons with special interests. Groups wishing to visit THE LOOK OF SOUND should make reservations in advance. Phone (202) 447-0741 or TTY (202) 447-0480 or write the Visitors Coordinator, THE LOOK OF SOUND, Gallaudet College, Washington, D.C. 20002.

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Gallaudet College

KRUGER'S 44th DEAF PREP ALL-AMERICAN FOOTBALL TEAM

Pos.	Player and School	Age	Wt.	Ht.	Class	Coach
E	— Joey Manning, Florida	18	205	6-6	Sr.	Clark
E	— Stacy Rogers, North Carolina	17	165	6-1	Jr.	Michaels
E	— Scott Moxley, Iowa	18	170	6-1	Sr.	Wichert
E	— Mike Ginter, Wisconsin	18	185	6-3	Sr.	Mirus
T	— Wayne Barth, Illinois	18	220	6-0	Sr.	Bonds
T	— Tony Hunter, Tennessee	17	210	6-1	Jr.	Schlafer
T	— John Falkavage, Wisconsin	18	185	6-3	Sr.	Mirus
T	— Steve Johnson, Missouri	18	240	5-10	Sr.	Davis
G	— Peter Downey, Model	18	195	6-1	Sr.	Westermann
G	— Jackie Reno, Alabama	18	265	6-5	Sr.	Colburn
C	— Michael Dunn, Florida	18	220	5-10	Sr.	Clark
NG	— Mark Tessier, Vermont	18	225	6-4	Sr.	Sawyer
NG	— William Ford, Jr., Florida	17	210	6-3	Jr.	Clark
LB	— Dennis Buck, St. Rita	18	180	5-10	Sr.	Cappel
LB	— Eddie Littleton, West Virginia	18	210	6-1	Sr.	Deuel
QB	— David Hamilton, Kentucky	16	170	6-3	Soph.	Mohan
QB	— Mike Baer, Maryland	17	160	5-10	Jr.	Day
HB	— Jesse Wade, Model	18	185	6-2	Sr.	Westermann
HB	— Larry Rogers, Missouri	18	175	6-0	Sr.	Davis
HB	— Steve Harper, Mt. Airy	18	180	5-8	Sr.	Eberle
HB	— Randy Crissmann, Florida	18	130	5-5	Sr.	Clark
FB	— Tom Schlotthauer, Wisconsin	17	210	6-2	Jr.	Mirus
FB	— Neal Polzin, Minnesota	18	180	6-0	Sr.	Mitchell
DB	— James Singleton, Florida	18	140	5-9	Sr.	Clark
DB	— James Smith, Model	17	155	5-9	Jr.	Westermann
K	— Kike Doe, Maryland	17	155	5-9	Jr.	Day
P	— Tom Schlotthauer, Wisconsin	17	210	6-2	Jr.	Mirus

SPECIAL MENTION: Tom Kennedy, Senior 150 lb. tailback, Georgia; Michael Stewart, Senior 170 halfback, Alabama; Tom Cashman, Senior 170 end, Minnesota; Louis Carpenter, Senior 170 fullback, Indiana; Jim Ballmer, Sophomore 6-1, 175 quarterback, Wisconsin; O.D. Smith, Senior 190 back, North Carolina; Bobby Taylor, Senior 160 end, Kentucky; David Brown, Senior 165 safety, Illinois; David Adams, Senior 155 halfback, Illinois; David Dennis, Junior 170 tailback-linebacker, Tennessee; Terrell Garrett, Junior 170 quarterback and safety, Tennessee; John Johnson, Junior 185 fullback-linebacker, Tennessee; Mike Swink, Senior 225 tackle, South Carolina, Dwayne Davis, Senior 155 halfback, Arkansas; Donnie Dove, Senior 155 back, Virginia; Herb Senning, Senior 160 linebacker, Berkeley; Anthony Di Nicola, Senior 135 back-safety, American; Curtis Christy, Senior 190 tackle, Kansas; Walter Phillips, Senior 190 tackle, Maryland; Jan Martin, Senior 125 halfback, Maryland; Mark Panella, Junior 155 Quarterback, Model; Ron Symansky, Sophomore 220 tackle, Model; Todd Silvestri, Sophomore 165 middle guard, Model; and those senior players from Florida: Jeff Pawlak, 185 tackle; Fred Palchick, 160 guard; Bruce Johnson, 180 end, and James Langan, 160 guard.

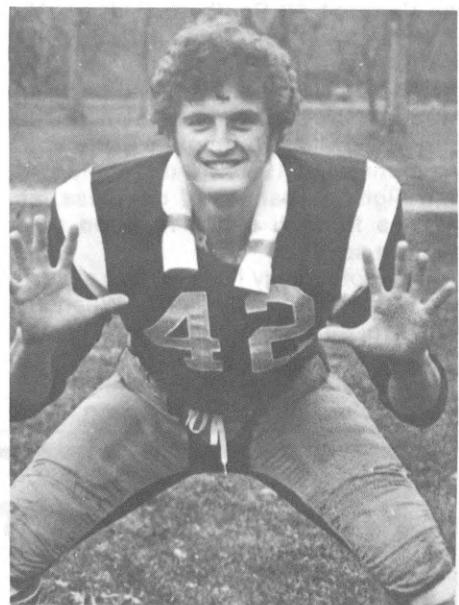
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TOO LATE: We were supposed to get information about football from those deaf prep schools by December 10, 1979, but we received the news about Alabama football from Coach Moran Colburn on New Year's Eve. That's why it was too late to include Mike Stewart on our 44th Deaf Prep All-American Team.

Stewart, 5-11, 170-pound halfback, rated with top deaf runners during the 1979 campaign. He rushed 197 times for 1,443 yards, exceeding Larry Rogers and Jesse Wade by some 280 yards. In fact, he was second in the nation in scoring with 112 points. He scored 17 TDs, including five against South Carolina and three against Mississippi.



ONE OF MINNESOTA'S 11 GUYS—Neal Polzin was one of 11 players who served 48 minutes a game in all six games. A 180-pound fullback and linebacker, Polzin was one of the best deaf prep all around football players in the country.

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Biographical Sketches of 1980 AAAD Hall Of Fame Recipients

By BARRY STRASSLER

SAMMY OATES, football; Texas School, Hardin-Simmons University; at college, was leading receiver in the Border Conference and ranked 8th in the nation. Honorable mention, All-American Collegiate football team. Played in the Sun Bowl. 1958 Deaf Athlete of the Year. Caught 3 passes for 41 yards against 1958 National Champions, Louisiana State University. Had tryouts with Houston Oilers of the old American Football League and in Canada. Played semipro ball briefly.

JOHN KUBIS, coach; North Carolina School, Gallaudet College; at North Carolina School, coached three unbeaten teams in 1952, 1954 and 1955. In that four-year span, his teams won 30 games, lost 2 and tied 1. In track, his teams were 1950-1954 mythical deaf prep champions. Moved on to Gallaudet from 1957 to 1961. Served as assistant coach in the disastrous 1957 season in which Gallaudet went winless and scoreless. Moving up to head coach in 1958, his team rebounded to an amazing upset of National Aggies, 14-13, snapping their two season winning streak. In 1959, upset Montclair State, 14-12, their last defeat for the next two seasons.

DICK CASWELL, leader; after a long basketball career at Minnesota School, Gallaudet College and the famed District of Columbia Club teams turned into sports administration. Started with the SEAAD, serving as officer for several years before moving up to AAAD in 1969 as publicity director, and then became secretary-treasurer in 1972, an office he still holds.

JOHN WURDEMANN, football and baseball; Gallaudet College and semipro teams; although he never played football prior to enrollment at Gallaudet, he was Gallaudet's top line-

man on the 1928-29-30 teams, the best in college history. Gallaudet at one time ranked 16th in the nation, facing powerful elevens. After Gallaudet, played semipro baseball and was a feared slugger and an outstanding outfielder and first baseman.

MARVIN TUTTLE, basketball and track; Iowa School and Des Moines Club; at Iowa School, selected to all-state first team in basketball, averaging 23.6 points a game in an era of low scores. In track, was state shot put champion and runner up in discus. Selected to 1949 USA-WGD team but unable to participate. In basketball, USC, George Washington, Iowa, Iowa State were after him but he enrolled at Gallaudet briefly. Played for Des Moines Club and won two AAAD titles and was a four-time AAAD all-star player.

REUBEN STEPHENSON, baseball; minor leagues and Philadelphia Phillies. After graduating from New Jersey School for the Deaf, played minor league baseball for eight seasons, maintaining consistent .300 averages each year. Played 10 games for Philadelphia Phillies in 1892, making 10 hits in 37 at bats for a .270 average. Considered as the greatest deaf batter in history. Died in 1924.

Athlete Of The Year Selection

JOEY MANNING, Florida School for the Deaf, football, basketball and track and field. Already chosen as Junior NAD Athlete of the Year. In football, all-state first team offensive end. In basketball, led his team to two straight Mason-Dixon deaf schools tournament championships and selected MVP each year. In track, top deaf prep performer in the pole vault, discus and high jump. Stands 6-6 tall and weighs over 200 lb.

WBGH-Boston To Continue Open Captioned Newscasts

Many magazines and newspapers recently have reported about closed captioning which will soon begin on ABC, NBC and PBS. The reports have said PBS will end its open caption service.

Open captions are visible on all TV sets without using any special equipment.

WBGH in Boston want viewers of "The Captioned ABC News" to know that their program will continue with open captions on almost all of the 180 PBS stations which now show The Cap-

tioned News. PBS and WGBH have no plans to end this service which will not subtract from the 10 hours of closed-caption programs PBS hopes to broadcast each week. "The Captioned ABC News" began in 1973 and has been offered to PBS stations every weeknight since August 1974.

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June 13, 14, and 15, 1980

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1981 World Games For The Deaf To Be Held In Cologne, West Germany

Official word has come from the headquarters of the CISS Secretariat in Hvidovre, Denmark, announcing that the next World Games for the Deaf will take place in Cologne, West Germany, July 23 to August 1, 1981.

The selection of athletes for the national team will be made during the Fourth National WGD Tryout to be held during the summer of 1980:

Track and Field	Fulton, Missouri, June 17-21
Wrestling	Olathe, Kansas, June 26-28
Tennis	Wichita Falls, Texas, July 9-12
Swimming	Cleveland, Ohio, July 17-19

In addition, the USA will field teams in men's and women's basketball and volleyball, cycling, water polo and possibly soccer, if the men win a qualifying tournament in Mexico City this coming February. It will be the first time in history that the USA will send teams in women's basketball and water polo to the World Games.

The WGD Tryouts are always held in order to have sufficient time for individual fund raising. The WGD Committee doesn't

get favors, nor National supporters. It has the responsibility to raise funds in order to send the best deaf athletes to the Games.

Art Kruger, an internationally-known deaf sports figure and head of both the USA WGD Committee, AAAD and COPANDES (the Pan American Sports Federation of the Deaf) has recently ended his three-day official visit to Mexico City.

There he conferred with Mexican deaf leaders discussing plans for the coming Fourth World Games for the Deaf Group 1 qualifying soccer tournament and the Fourth COPANDES Congress. Both events are slated for February 11-19, 1980, in the Mexican capital.

A total of 26 national teams have registered in soccer for the 1981 Games, of which only eight nations will compete in the final tournament in Cologne.

Four nations—USA, Canada, Mexico and Australia—will vie in the Group 1 qualifying soccer meet in Mexico City, whose winner will represent this Group in the finals of the 1981 Games.

New Jersey Obtains Grant For Three Service Centers

An award of a \$285,160 Comprehensive Employment and Training Act (CETA) grant to the Division of the Deaf for the establishment of three Community Service Centers for the deaf was announced recently by New Jersey Labor and Industry Commissioner John J. Horn. At the same time, the Commissioner announced the Division of the Deaf has awarded a \$139,000 grant to Rutgers University to conduct a survey of the hearing impaired population.

The CETA grant provides for the establishment of Community Service Centers in northern, central and southern sections of New Jersey. The centers, according to Betty Broecker, Director of the Division, will provide services to hearing impaired citizens in an attempt to increase their employability.

Staffs of the centers will work closely with CETA prime sponsors, the Division of Vocational Rehabilitation, the Division of Employment Services and other manpower agencies to assist these agencies to incorporate the hearing impaired into their ongoing programs.

Each center will be staffed by persons familiar with deafness who will also provide information, advisory and referral services to deaf citizens. Two of the Community Service Centers have officially opened in Union College and in Camden County College. The opening of the third center will be announced soon.

The survey of the hearing impaired population of New Jersey will be conducted by the Institute of Management and Labor Relations of Rutgers University. It will be the first survey of this type in New Jersey and is an attempt to

gather accurate statistics on the hearing impaired population.

Available data from the 1970 Census of the Deaf indicates that there are approximately 446,500 hearing impaired persons in New Jersey, of whom 52,000 are totally deaf. The purpose of this survey by Rutgers University will be to expand and refine the existing data, in an effort to more accurately determine the needs of the hearing impaired and more effectively target resources to meet these needs.

Data to be collected concerning the hearing impaired community will include level of impairment, method of communication, age, economic status,

employment status and educational achievement.

The information provided by the survey will have a great impact on the department's ability to develop programs within the Division of the Deaf to assist the hearing impaired and will be shared with other public and private agencies in developing programs to serve the hearing impaired.

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Application Deadline March 14, 1980



Harry Belsky's Scrapbook

SOME DIFFERENCES IN THE EDUCATION OF THE DEAF AND HEARING

In our schools we do not dwell long enough on similarities. You say to the hearing boy, "The boy runs," and he instantly thinks of a number of objects that run. This is slighted in our schools. A few days ago I asked my lower class if they could jump. All answered in the affirmative. I then asked, "Can a cow jump?" Some said she could, while others thought she could not. After some debating they all agreed that she could jump. One said he knew a cow could jump because she had legs. They reasoned out for themselves.

I then asked, "Can a chair jump?" All answered promptly that it could, I showed my doubts about it, when a little fellow with the expression of victory on his brow asked permission to prove his assertion. I consented, wondering how he could undertake to prove it to me. He then laid the chair on the floor, stepped back, ran and jumped over the chair. All the pupils were confident that they had gained the victory. I taught them the difference in jumping over the chair and performing the act itself.—By A.G. Mashburn, instructor in the Arkansas School for the Deaf, 1898.

LEGALLY DEAF

"I am the solicitor's clerk," said a young man to the judge at Clerkenwell.

Judge Bacon, "I cannot hear you."

The young man (in a very loud voice), "I am the . . ."

His Honor explained that it was not on account of physical infirmity that he could not hear. It was contrary to practice with witness. The solicitor could not attend.

His Honour: "I cannot hear you."

Witness: "Will you adjourn the case?"

His Honour: "I cannot hear you even for that."

—The British Deaf Times—1900.

* * *

He goes everywhere, although he is blind, deaf and dumb. Yet a clever person needs only to look at him to understand him. It is a book.

* * *

ABOVE THE EARS LIES A BRAIN
Joe F., a druggist, was suddenly nerve-deafened in his thirties. Voices

sounded garbled, worse with a hearing aid. Running the store became a mental torment.

Dr. Tocatelli wanted to phone in a prescription. Joe recognized the voice but right away he ran into trouble on the name of the drug. The doctor wanted Hyphen. Joe repeated, "Hyonal?" "No," yelled the physician who was in a hurry, "Hyphen."

Joe was sweating, though it was cool in the drug store. "Just a minute," he said to the doctor, and without waiting for an answer, dashed up the rear stairs that led to his wife's kitchen. "Rose, come down, will you? I can't hear on the phone."

She reached the telephone in seconds. "Yes, Doctor Tocatelli, Hyphen. Yes, I will get it delivered right away, 50 capsules, t.i.d. No, I'm not a pharmacist. Thank you for being so understanding, Goodbye, doctor."

Just so Joe drives his unwilling ears to catch words, mostly trivial words, carelessly uttered by customers with others on their minds than the trouble of a deaf pharmacist. So Joe gets tired, very tired and the more tired he gets, the less he hears. Life is just a treadmill for Joe. His hearing deteriorated, the handicap preyed on Joe's mind. Joe and his wife went to the otologist's office after hours on Saturday.

"Look," said the otologist when the couple was sitting in his office, "I can't make Joe's hearing better. Don't dwell on your troubles. You know you have allowed yourself to get into a rut, and that's the main reason you have been losing business, not because you are hard of hearing. You have been using that excuse overtime."

Doctor Sims was really wound up. "Ears," he said, aren't nearly as important as brains, hard work and character. Remember, you can't help it if your ears are bad, but it's your fault if you don't use your brains."

About six months had gone by when the doctor drove out to Joe Fraseatti's drug store. Dr. Sims had the distinct impression that the store looked different. When he entered, he saw that the store, small as it was, had been completely rearranged and departmentalized. There were lots of carefully printed signs around the goods on display, and it was much easier to find what you were looking for than it was before.

"You like it?" asked Joe. "You know,

you started me thinking that Saturday and I started reading all the merchandising journals I could find. They all stressed signs so the customers did not have to ask so many questions."

"I marked all the merchandise, as you see, and now the customers pick up what they want, put it on the counter, and pay for it. Hardly a word is spoken, and I do not have to use my ears overtime."

He is getting along very well now that he has discovered that brains are more important than ears.

— "How to Live with a Hearing Handicap," by Philip H. Van Itallie, 1963.

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Socials: Saturday, 8 p.m. to midnight (Hall)
Hall: 2824 Dauphine Street, Phone (504) 943-7888.
24-Hour Educational Service (504) 945-4121
24-Hour TTY News Service (504) 945-7020
Rev. Paul H. Desrosiers

CATHOLIC OFFICE OF THE DEAF
155 E. Superior, Chicago, IL 60611
Rev. Joseph A. Mulcrone, Director
312-751-8370 (Voice or TTY)

**INTERNATIONAL CATHOLIC DEAF
ASSOCIATION, CANADIAN SECTION**
National Pastoral Centre, Holy Name Church
71 Gough Ave., Toronto, Ontario,
M4K 3N9 Canada
Moderator, Rev. B. Dwyer
Mass each Sunday, 1:00 p.m.; religious instruction each Saturday, 1:30 p.m.

ST. JOHN'S DEAF CENTER
8245 Fisher, Warren, Mich. 48089
TTY (313) 758-0710
Moderators: Rev. Gary Bueche
Sister Dolores Beere, MHSH
Mass every Sunday at noon

ST. BERNARD'S CHURCH
2500 W. Avenue 33, Los Angeles, CA 90065.
Masses are celebrated every Sunday at 11:00 a.m. in the sign language. Socials immediately follow in the hall.

ST. ANTHONY'S CHURCH
Maywood Way and "C" St., Oxnard, CA
93034.
Mass is celebrated each third Sunday of the month at 2:30 p.m. in the sign language.

ST. BARNABAS' MISSION TO THE DEAF
at St. John's Church, Norwood Parish
6701 Wisconsin Ave., Chevy Chase, MD
20015
Services every Sunday, 10 a.m. For information, write or call Barbara Stevens, 10317 Royal Rd., Silver Spring, MD 20903, TTY (home) 301-439-3856, (office) 202-447-0560.

**MOTHER OF PERPETUAL HELP
CHURCH OF THE DEAF**

5215 Seward Street, Omaha, NB 68104

Moderator, Rev. James Vance, C.S.S.R.
Phone-TTY (402) 558-4214 (24 hr. answering) Mass
every Sunday at 10 a.m. Rolls and coffee after mass.
Dinner every 1st Sunday of month. Holy Days and
first Fridays, Mass, 7 p.m.

Church of Christ

**ROCKVILLE CHURCH OF CHRIST
1450 W. Montgomery Ave., Rockville,
Md. 20850**

Sunday Class, 10:00 a.m.; Worship Services,
11:00 a.m., 6:00 p.m.
Minister: Don Browning
Interpreter: Don Garner

**HUBER HEIGHTS CHURCH OF CHRIST
4925 Fishburg Rd., Dayton, Ohio 45424**

Signed Bible Classes and Worship Services
Bible Classes-Sunday 9:30 a.m.; Wednesday 7:30
p.m.; Worship Services-Sunday 10:30 a.m. and 6:00
p.m.

FAITH CHURCH

A United Church of Christ

23W371 Armitage Ave., Glen Ellyn, Ill. 60137

Service at 10:30 each Sunday

Minister: Rev. Gerald W. Rees

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TWIN FALLS CHURCH OF CHRIST

2002 Filer Avenue East, Twin Falls, Idaho

Bible Study, 10:00 a.m.; Worship, 10:55 & 6 p.m.

Preacher: David Foulke

Interpreters: Jim and Sheila Palmer

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2905 Starr Ave., Oregon, Ohio 43616

Adjacent to Toledo on Eastside. Get off I-280 at Starr
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Three Hearing Interpreters

Funerals, weddings, counseling, Minister available
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Visitors warmly welcome.

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A non-denominational Christian Church. Signed
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Communion service and fellowship, Cathedral Hall
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Sundays—Cathedral.

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Maywood, California 90270

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Bob Anderson, Minister (213) 583-5328

Restoring Undenominational Christianity
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37219**

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Frank Rushing, Deaf Minister

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Both TTY or Voice

"Promoting Christianity Among the Deaf"

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Interpreter training, Doug Svien; Dwight
Caughfield, director.

Episcopal

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MISSIONS**

St. Mary's Mission, 2nd at Broad Sts., Waynesboro,
PA. Services: 1st & 3rd Sundays 9:15 a.m.

All Saints Mission, Clearview Rd., at McCosh St.,
Hanover, PA. Services: 1st & 3rd Sundays 3:30 p.m.

St. John's Mission, 140 N. Beaver St., York, PA.
Services: 2nd & 4th Sundays 9:00 a.m.

Christ Church Mission, 4th & Mulberry Sts., Williamsport, PA. Services: 2nd & 4th Sundays 3:30
p.m.

The Rev. Robert H. Grindrod, Vicar
504 W. Hanover St.
Hanover, PA. 17331
717-632-0328 TTY (or Voice)

ST. JUDE'S MISSION OF THE DEAF

**St. Michael's Church
Killeen Park, Colonie, New York**
Each 2nd and 4th Sunday
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Vicar: The Rev. Jay L. Croft
482 Orlando Ave., Akron, Ohio 44320
TTY 216-0864-2865

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DEAF IN THE UNITED STATES**

Welcomes you to worship with us at any of our 75
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For information or location of the church nearest
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or

**The Rev. Robert H. Grindrod, Secretary
504 West Hanover Street
Hanover, Pennsylvania 17331**

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MISSION FOR THE DEAF**

Second Sunday each month, 7:00 p.m., at the Epis-
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The Reverend Charles Folsom-Jones, Pastor
TTY 305-563-4508

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Tel. 534-8678**

Open every Sunday at 10 a.m.
All Souls Guild meetings second Friday
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All Souls Guild socials fourth Friday
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Rev. Edward Gray

The oldest church for the deaf
in the United States

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Services 11:30 a.m. every Sunday

The Rev. Columba Gilliss, OSH
Mail Address: 209 East 16th St.

New York, N.Y. 10003

In care of St. George's Church

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The Rev. Roger Pickering, Vicar

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Richmond, Virginia 23219

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Rochester, New York 14609

Services 9 a.m. every Sunday
Contact: The Rev. Alvin Burnworth
Voice or TTY 315-247-1436

ST. BARNABAS' MISSION TO THE DEAF

St. John's Church-St. Mary's Chapel

6701 Wisconsin Ave., Chevy Chase, MD 20015

Services every Sunday, 10:00 a.m.

For information, contact Barbara Stevens,

TTY 301-439-3856

Lutheran

HOLY THREE-IN-ONE

LUTHERAN CHURCH OF THE DEAF

4411 La Branch, Houston, TX 77004

Worship every Sunday 10:45 a.m.; Sunday School
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Rev. Robert D. Case, Pastor
TTY: 526-6134 & 921-6456

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Prescott on 49th Ave. Church office 503-284-1014
voice or TTY. Rev. Shirrel Petzoldt, Pastor, 503-
256-9598, voice or TTY. Mr. Mark Schoepp, D.C.E.
503-236-8516, voice or TTY.

**OUR SAVIOR LUTHERAN CHURCH
OF THE DEAF**

Meeting in the Gloria Dei Chapel of the

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6861 E. Nevada, Detroit, Mich. 48234

Worship at 10:30 every Sunday

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Rev. Clark R. Bailey, Pastor

Phone (313) 751-5823

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FOR THE DEAF**

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Services 11:00 a.m. every Sunday

(10:00 a.m. during June, July and August)

The Rev. Lawrence T. Bunde, pastor

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2822 E. Floradora, Fresno, Calif. 93703
S. S. Class for Deaf Children, 9:15 a.m.;
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Stanley Quebe, pastor; Clarence Eisberg, associate pastor, phone 209-485-5780.

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Rev. Kenneth Schnepf, Jr., pastor
Home Phone (914) 375-0599

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1 block from IND-74th St./Roosevelt Ave.
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Rev. Martin A. Hewitt, pastor

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Home 724-4097

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Worship Service 11:00 A.M.
Ervin R. Oermann, pastor
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OF GREATER HARTFORD**
679 Farmington Ave., West Hartford, Conn.
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ST. GEORGE'S MISSION FOR THE DEAF
74 Federal St., New London, Conn.
Services: 2nd, 3rd, and 4th Sundays at
10:00 a.m.; Fellowship Guild, 1st
Saturday at 7:30 p.m.

ASCENSION MISSION FOR THE DEAF
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Services: 1st, 2nd, and 3rd Sunday at
2:00 p.m.; Fellowship Guild, 4th
Saturday at 7:30 p.m.
The Rev. Ray Andersen, Vicar
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TTY (and voice) (203) 561-1144

United Methodist

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Captioned Movies every first Sunday
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Rev. LeRoy Schauer, pastor

Other Denominations

IMMANUEL CHURCH FOR THE DEAF
657 West 18th St., Los Angeles, Calif. 90015
Sunday school, 9:45 a.m.; Sunday morning worship, 11:00 a.m.; Bible Study, Tuesday, 7:30 p.m.

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96815**
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LRAD
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**Scott and Mynster Streets
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Duane King, Minister
Mailing address: R. R. 2, Council Bluffs,
Iowa 51501

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TTY 815-727-6411

All in Joliet area welcome to signed Mass Service at 10:45 a.m., 3rd Sunday, September through June.

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An Interdenominational Deaf Church
Mrs. Grace A. Boyer, Director of Public Relations

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Honolulu, Hawaii 96816

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606 Boundary St., Houston, Texas 77009

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Open Friday and Saturday evenings

TTY 215-432-7133

Nelson C. Boyer, secretary

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Sometimes Sunday.

Business meeting on 2nd Friday of month.

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Open every 2nd Friday night.

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Meets at **1223 S. Vermont Ave., Los Angeles, Calif. 90006**.

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Augusta Lorenz, corresponding secretary
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The nation's finest social club for the deaf

Established 1916

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Hotel Edison, 226 W. 47th St.

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Open noon to midnight

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2136A N.E. 2nd Street, North Miami, Fla.

33162

Open first and third Saturday of every month

Secretary: Eleanor Struble

National Congress of Jewish Deaf

Alvin Klugman, President

3023 Oakhurst Avenue

Los Angeles, California 90034

Kenneth Rothschild, Secretary-Treasurer

6 Overlook Drive

Sloatsburg, New York 10974

Alexander Fleischman, Executive Director
9102 Edmonston Court

Greenbelt, Maryland 20770

1980 NCJD CONVENTION

Granit Hotel & Country Club, Kerhonkson, New York

August 17-24

DEAF AMERICAN Advertising Rates (Per Insertion)

	1 insertion	6 insertions	11 insertions
Full page	\$150.00	\$135.00	\$120.00
Half page	86.25	77.62	69.00
One-third page	60.00	54.00	48.00
Column inch	6.25	5.63	5.00

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Discounts: Cooperating Member (state) associations of the NAD, 30%; affiliated organizations, 20%; advertising agencies, 15%.

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Send orders to The Editor, THE DEAF AMERICAN, 6374 Kingswood Dr., Indianapolis, Indiana 46256.



A Century of Deaf Awareness
NAD Centennial Convention
Cincinnati, Ohio
June 29-July 5, 1980

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SEND IN YOUR REGISTRATION NOW AND \$AVE!

REGISTRATION

NAME: _____ Local Hotel: _____

ADDRESS: _____

CITY: _____ STATE: _____ ZIP: _____

MEMBERSHIP (Check one)

<input type="checkbox"/> NAD (\$15 Individual) (\$25 Family) ____ Advancing ____ Regular	<input type="checkbox"/> IAPD (\$10 Individual) (\$15 Family)	<input type="checkbox"/> ADARA (\$25 Individual)	<input type="checkbox"/> JR. NAD ¹ (\$3.00)	<input type="checkbox"/> OTHER ____ Non-member ____ Elementary or Secondary student
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If you are not a member of any of the above organizations, you can join by paying the amount under each group. Your check (/) indicates your choice (Can join more than one) \$ _____

Event/Item	Price List	(/)
Program Book	\$ 10.00	_____
Registration Fee ¹		
Member	10.00	_____
Student	5.00	_____
Non-member	25.00	_____
Grand Parade	5.00	_____
*Reception	15.00	_____
**"The Way It Was" Rally	10.00	_____
NTD/2 Workshops	18.00	_____
Centennial Lunch	15.00	_____
"Tales from a Clubroom"	10.00	_____
*Boat Ride	20.00	_____
Pageant/BANQUET	27.00	_____
Grand Ball	15.00	_____
Total Individual Cost	\$155.00	_____
Combo Ticket (Regular)	125.00	_____
² Combo Ticket (before 1/1/80)	112.50	_____
\$AVINGS	\$ 42.50	

²PLUS 10% off the Combo price IF purchased BEFORE JANUARY 1, 1980

* = includes food

BONUS OFFERING: 1. Exhibit drawing card for more prizes
2. Combo number drawing/prize

Enclosed is \$ _____ (check or money order) for _____ Combos or _____ single tickets and _____ dues (if any)

¹You must be a member of at least one of the above organizations to qualify for the \$10.00 registration fee. If you are not a member of any of the above organizations, you will be considered a "Non-member" and must pay the \$25.00 non-member fee.

The Jr. NAD group is for elementary or secondary students, and their registration fee is \$5.00. Sorry, no adults.

The registration fee for students who are in elementary or secondary programs is \$5.00.

(Send in entire form with check)

SEND NO CASH!
Make checks payable to:
1980 NAD Convention
Send to branch office.